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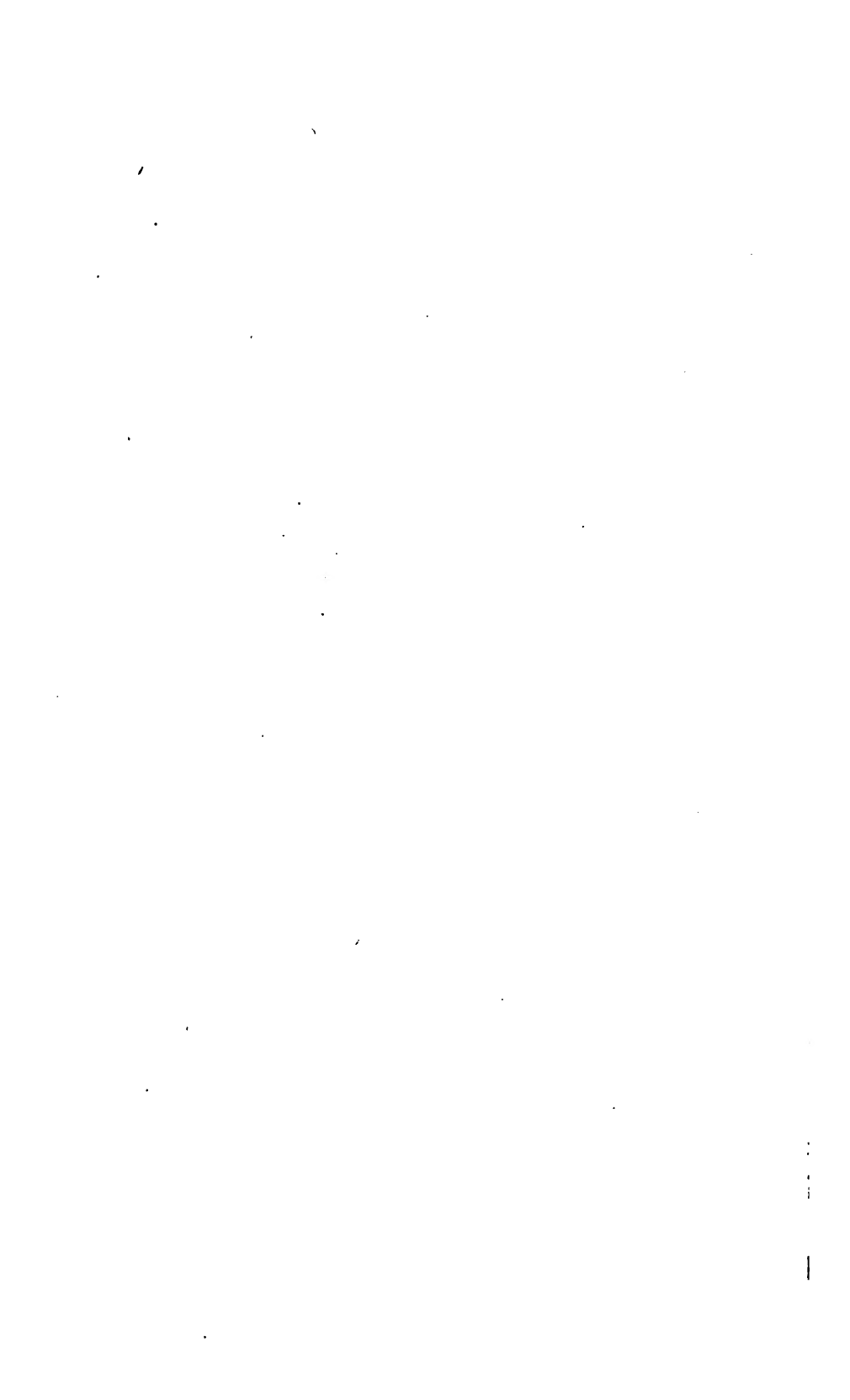
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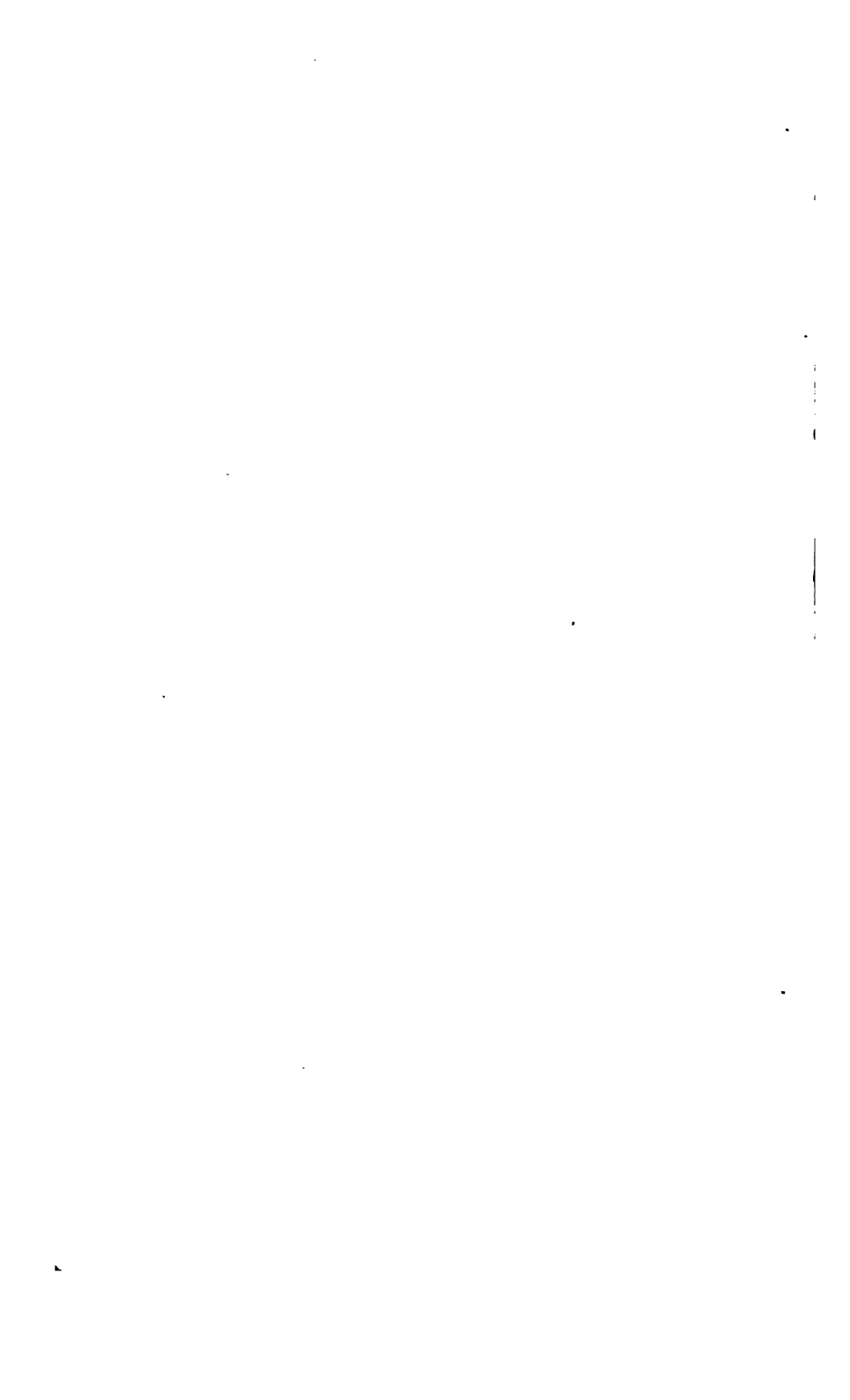
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VOL. I.

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1846.



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THE *Educational*

# OHIO SCHOOL JOURNAL,

FOR 1846.

EDITED BY

**ASA D. LORD, M. D.,**

PRINCIPAL OF WESTERN RESERVE TEACHERS' SEMINARY.

VOL. 1.

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**KIRTLAND, LAKE CO., OHIO.**  
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**CLEVELAND:**  
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1846.



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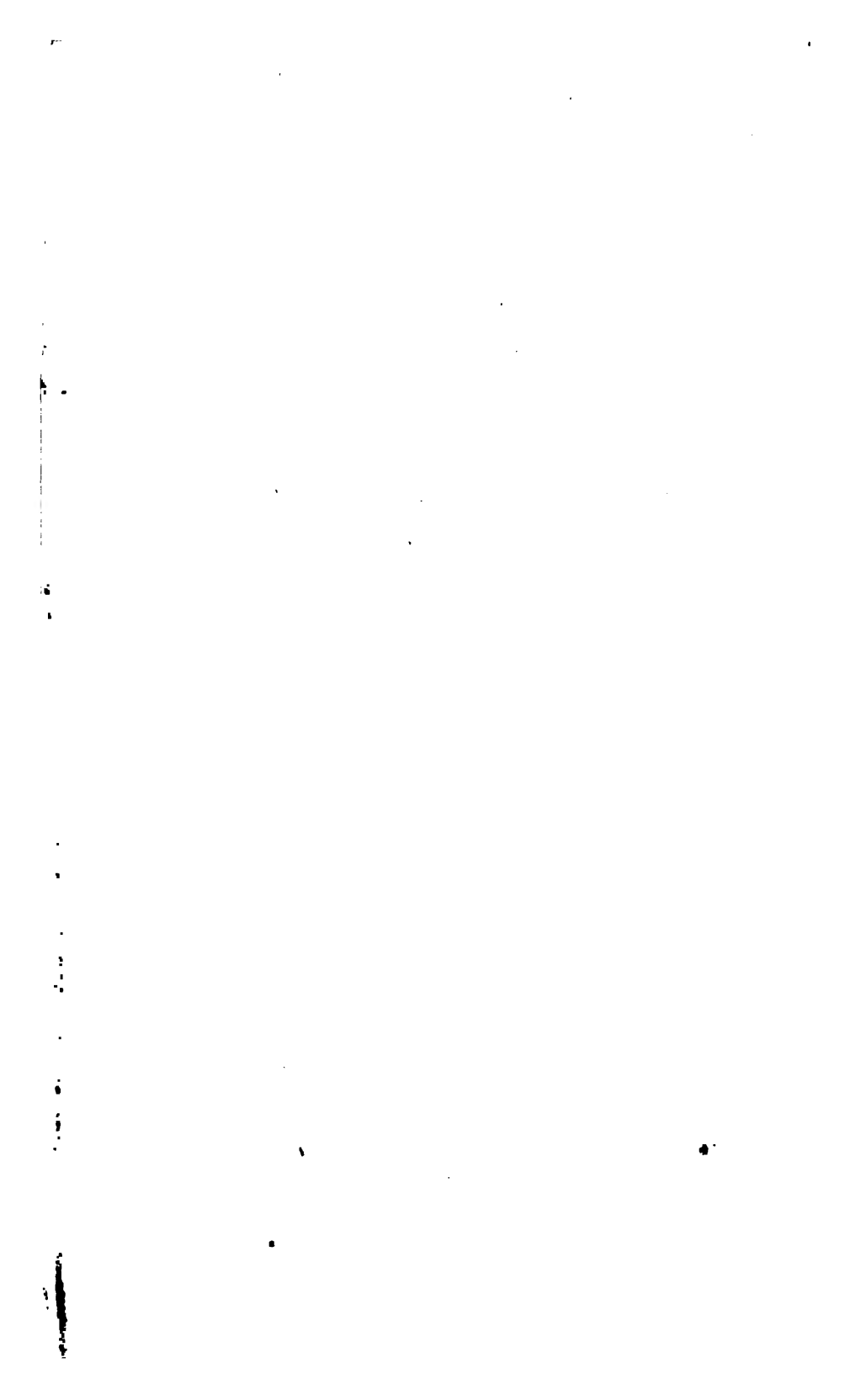
## ERRATA.

- On page 5, second paragraph, tenth line, for "thirty-four-thirty-fifths," read "thirty-six-thirty-sevenths."  
 Page 28, last line, for "other," read "the."  
 Page 49, first line, for "the Boards of this State," read "the Boards of School Directors in this State." Fourth paragraph, first line, before "They," insert "1."  
 Same paragraph, third line, for "and," read "add."  
 Page 58, first paragraph, last line, for "prematurely," read "permanently."  
 Page 69, third paragraph, first line, after "is," insert "no."

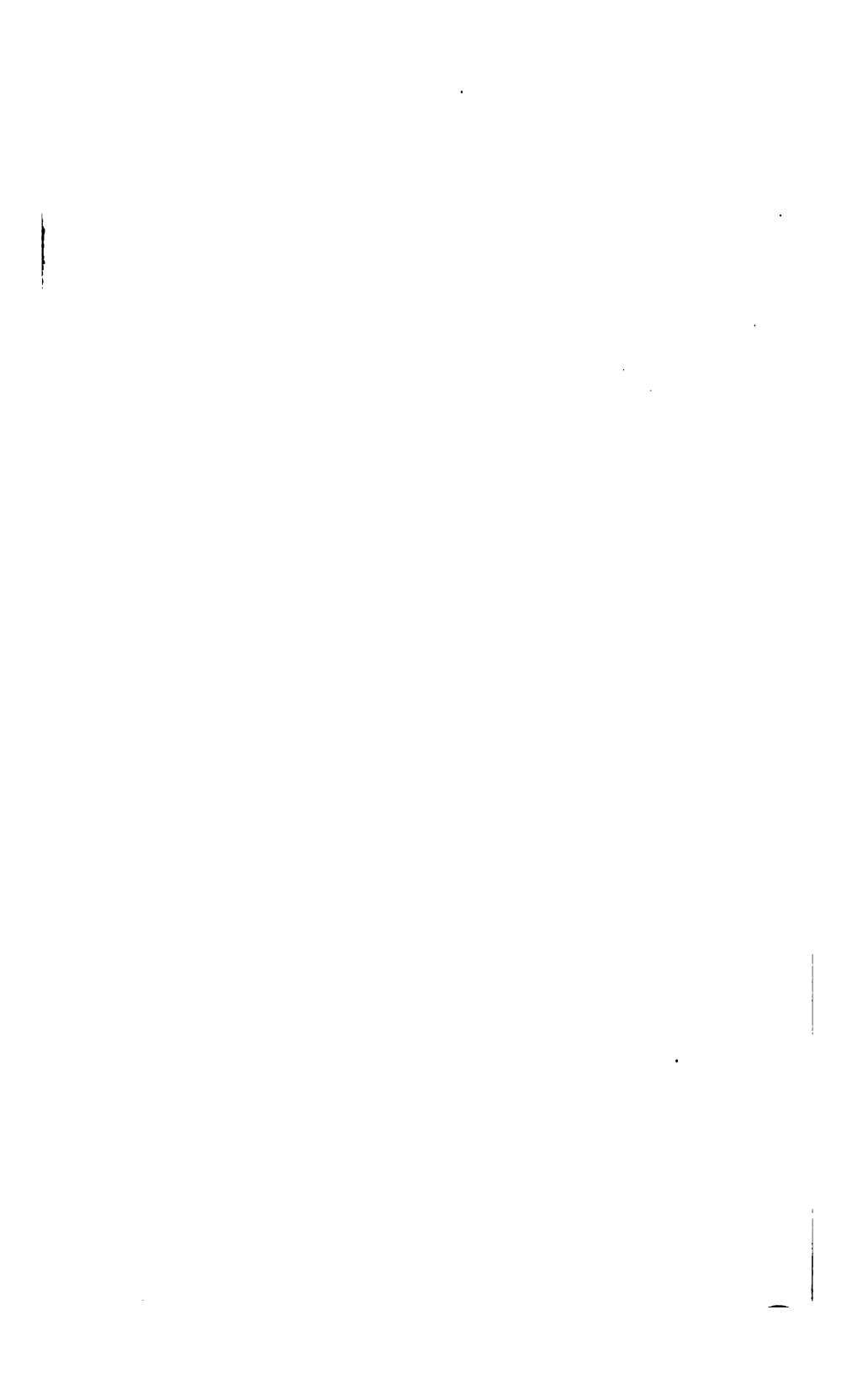
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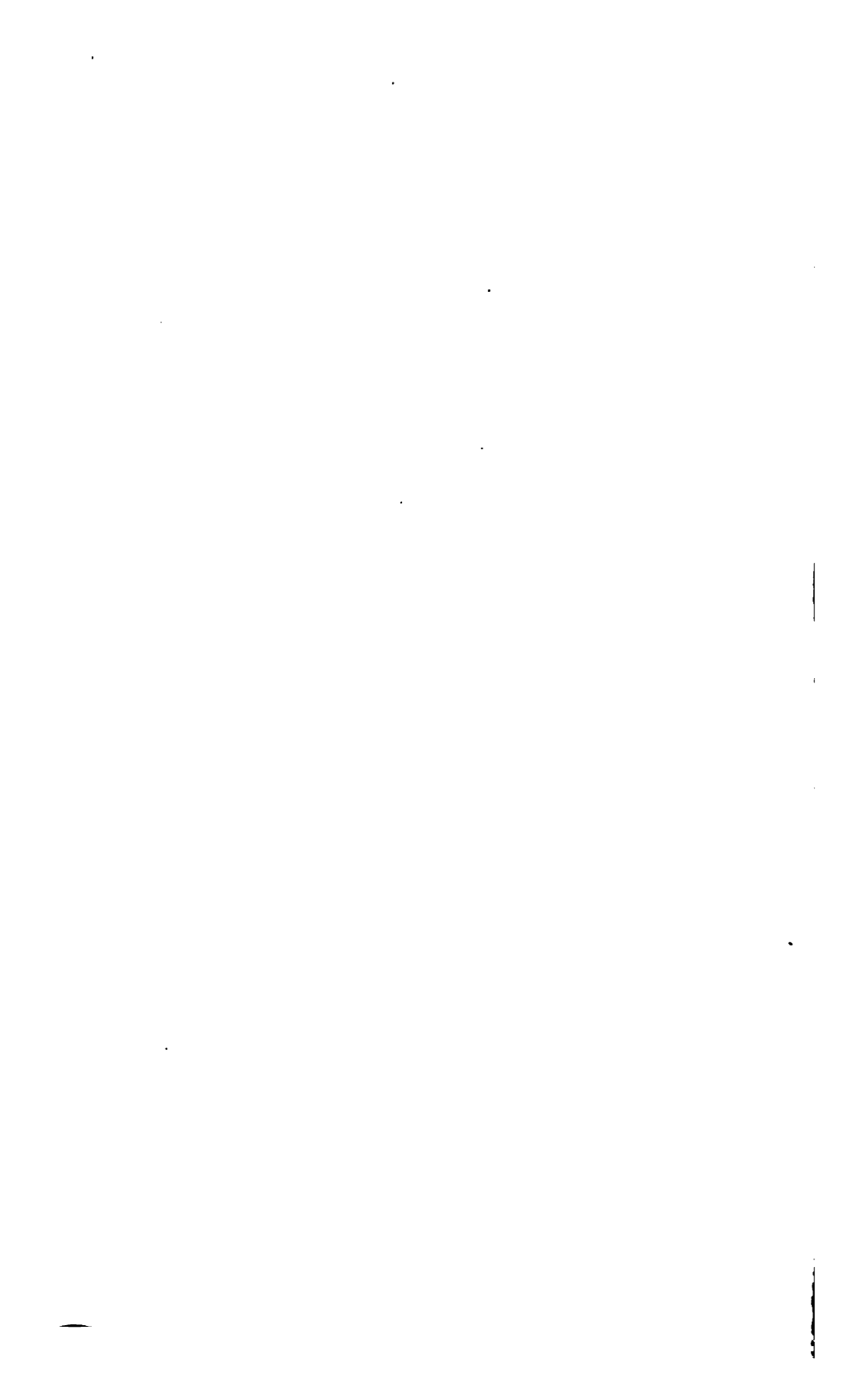


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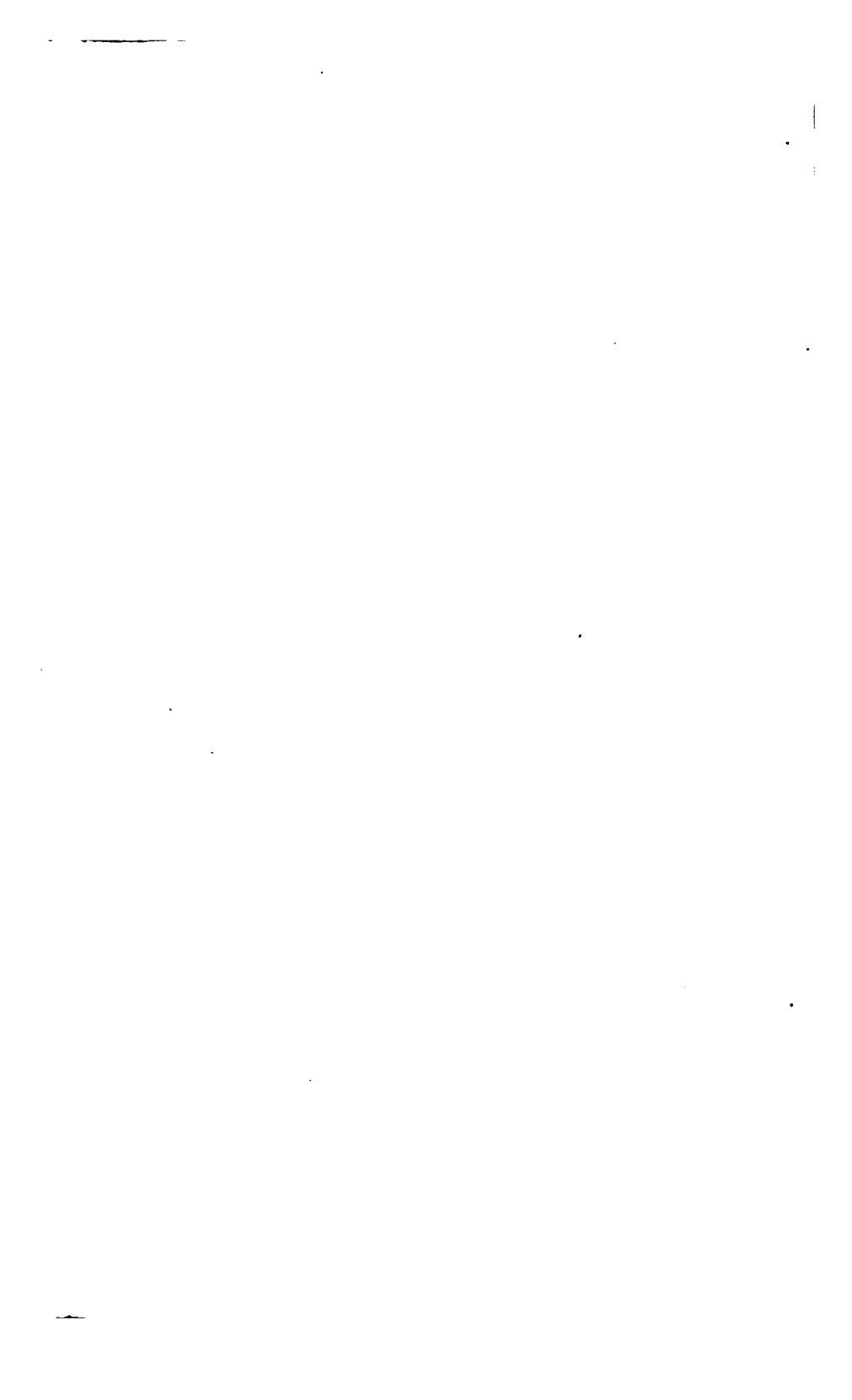
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*of teachers of common schools.* By the advice of Gen. Dix, then Superintendent of Common Schools, 8 Academies (one in each of the State Senate Districts,) were selected for the purpose, and furnished with the necessary apparatus, and in 1841, the number of these Institutions was increased to 23. Each of them was required to sustain a department expressly for the instruction of teachers, six months in each year. But, notwithstanding this liberality on the part of the State, it appears from the Report of the Superintendent, that in 1842, in these twenty-three institutions, sustained at an expense to the State of \$9,700 per annum, only about 600 pupils were educated for teaching, while the *eleven thousand* School Districts in the State were in pressing need of competent instructors!

Under these circumstances, the friends of education were led to look for some means which might exert a direct and favorable influence upon the character and qualifications of those employed to teach. In the Fall of 1842, Mr. JAS. S. DENMAN, the intelligent and efficient Superintendent of Schools for Tompkins county, having become satisfied that the *greatest* deficiency on the part of teachers was the want of the *ability to teach*, that they knew better *what* to teach, than *how* to teach it; and that the *greatest* defect in the school system, was the *want of a uniform course of instruction*; recommended to the teachers of that county to organize a "Teachers' Institute," i. e. to assemble and hold a session of two weeks or more, once or twice in each year, for the purpose of a review of the branches they were expected to teach, and of receiving instruction in those branches from experienced and successful teachers; of comparing their *own* methods of teaching with those of others, and adopting an *eclectic*, and as far as possible, a *uniform* mode of instruction to be introduced into all their schools.—In accordance with this suggestion, in the month of April, 1843, one hundred teachers assembled at Ithica; they were instructed by the Superintendent himself, by the Hon. SALEM TOWN, A. M., and others; this was the *first* "TEACHERS' INSTITUTE."

The Teachers of Tompkins county held another session during the Fall of the same year, and some few other Institutes were attended in 1843.

In the year 1844 they were held in nearly half the counties in the State, and more than 2000 Teachers were profited by the instruction given, and by the experience of their fellow Teachers, and were cheered by their sympathy, and encouraged to higher aspirations and to nobler efforts for usefulness in their high calling.

In 1845, more than thirty Institutes were attended in New York, in which some 3000 Teachers were instructed; two in Ohio—one at Sandusky City, where 100 assembled, and one in Geauga county, attended by 140; four in Massachusetts, under the direction of Hon. HORACE MANN, Secretary of the Board of Education; and four in Rhode Island, conducted by Hon. H. BARNARD, State Commissioner of Schools. During the present year, several have been attended in New York, one at least in Vermont, one in New Hampshire, and one in Geauga county, Ohio, at which 200 assembled.

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## DUTIES OF PARENTS IN RELATION TO THEIR SCHOOLS.

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From an *Essay*, (which received a prize of \$100,00,) written by EDWIN JOCELYN,  
*Principal of the Saltonstall School, Salem, Mass.*

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### 1. PARENTS SHOULD SEE THAT COMFORTABLE, CONVENIENT AND ATTRACTIVE SCHOOL HOUSES ARE PROVIDED.

This is generally done, *in a manner*,—for the law of the land looks to it;—if it did not, I believe that the omissions would be many. But the school-rooms should be comfortable, convenient, and attractive. A great reformation and improvement have taken place in this Commonwealth, in this particular, within a few years;—yet there are many buildings, yet found here and there, which are used for the purpose, that deserve not the name of school-houses; and are a disgrace to the sacred cause of Popular Education, and to those who suffer their existence. Children will not, likely, be attracted to school, if there they are to encounter the pains of cold, and uncomfortable sittings, when they can shun these sufferings by active sports in the unconfined atmosphere of heaven. No wonder that they often prefer arduous bodily labor, to attendance at school.

An individual from the interior,—one much interested in the advancement of the cause of education,—has informed me, that in country towns, a repair or improvement of the *school-house*, often experiences more opposition than that of any other improvement of a public nature. Substantial farmers will often strenuously oppose even the *repairing* of an old, dilapidated school-house. “They went to school in it when it was not much better than it now is;—if it was good enough for them, it is good enough for the children of the present day.” Men who acknowledge the importance, and have the pride of a commodious, comfortable and convenient *barn* and *piggery*, or even a *dog-kennel*,—will often show indifference to the condition of the *school-house* in their district.

“Let me see the school-house of a district, first,” says an intelligent and philanthropic traveller, “and I can with great certainty infer the character of the people. This is almost an unerring index of the character of the population,—more so than the church-building is. In riding through the country, if I come upon a neat, commodious school-house, with its ample enclosure, &c., all in keeping, I am certain to find around it, or near it, the thriving village of painted houses, well cultivated farms and substantial farm-houses, and an industrious and intelligent population. On the other hand, if I stumble upon a miserable little shanty-like building, pushed away in some secluded and repulsive spot, like a pest-house or small pox hospital,—within the

confines of the highway,—no good enclosure,—weather-beaten and weather-colored, glass broken,—&c. &c. all in keeping ;—I wish not to make farther observation—no inquiry as to the character of the people. I am sure to find near, bushy farms, broken fences, wretched farm-buildings, miserable, and misery-making grog-shops, a dirty, filthy country tavern, with ragged loungers in and about it, &c. &c. all in keeping.”

## 2. PARENTS SHOULD SEE THAT A GOOD TEACHER IS EMPLOYED.

A *poor* teacher,—and they can always be found, at your own price—is undeniably worse, often, than no teacher at all. There are existing difficulties, I know, in the circumstances of the case, in obtaining the necessary number of well educated and experienced teachers for the *winter* schools of our towns. Preparation at a good normal school will do much to qualify for teaching ; yet, after all, *experience* seems almost indispensable. Pay teachers well for their services, and you hold out an inducement to direct and thorough preparation. Pay well,—and, in this matter, as in others in life, the supply will come up to the demand.

Not only should parents take all wise, precautionary measures to obtain the services of a good instructor,—but after his services are secured, they have much to do to *keep* him a good teacher,—to make him a *better* one.

## 3. PARENTS SHOULD VISIT OFTEN THE SCHOOL WHERE THEIR CHILDREN ATTEND.

It is a prevalent, but mistaken opinion, that teachers, generally, are averse to such visits. Were they very general and frequent, they would subserve the very best purposes. Let a school get accustomed to frequent, informal visits from parents, and all interested in their success, and they will be looked for and desired. It manifests an interest to which they are not generally accustomed, but which is grateful and stimulating. It divests the school-room of that exclusive, isolated, secreted character, which, to its disadvantage, is too generally attached to it. It dissipates that reserve, timidity and shyness which almost necessarily show themselves upon the appearance of a new, unaccustomed face in a school unused to the visits of parents and others. It banishes that trepidation and fear, that consternation and panic, even, which will sometimes seize upon the *teacher* as well as *scholars*, when visits from those *without*, are “few and far between,”—regarded not as “*angels’ visits*,” but rather those of *arch enemies and spies*. Teachers who have thought much upon the subject, and have had experience in the matter, I believe, with one voice, will declare that they would like to have calls of this nature, every hour in the day ;—even not object to the *constant presence* of interested persons.

It destroys the dread of an "*examination*,"—that period often regarded with a "fearful looking for," both by teachers and pupils.—They thus become accustomed to *examinations*,—the very things they constantly need; and the effect is to excite, and give self-possession and confidence to all concerned. So far from hindering the operations of a school, they relieve it of a tedious monotony, and prevent many irregularities which might otherwise occur;—stimulate the scholars to *constant* well-appearing, and strengthen the teacher's authority.

Are you a parent, then,—or a school committee-man,—or an individual not interested directly by either of these relations in the educational advancement of the rising generation,—call often and unceremoniously at the school-room of your district, and those of others. Say not, that you have not time. Most have time, and to spare, which they can certainly devote to this important subject,—moments and hours which they are often at a loss to employ otherwise,—hours of non-employment, idleness and heaviness, to dispose of which, they have to resort to various expedients of "time killing." Does a cessation of labor or business allow,—does a foul day intervene,—does a slight indisposition disqualify you for work,—are you passing the school-house, "in no particular hurry,"—tie your horse at the post, and spend a half hour among the smiling faces of happy children.

Say not, that you feel no interest in these things. *You should feel an interest*,—and you *can beget* it. Make four visits to a well conducted school-room, and my word for it, you will feel an inclination for a fifth. Say not, that you are not qualified by education to judge discriminately of the work of the school-room. You may not in all cases be qualified to judge of grammatical exercises, &c., but there is much of which all can form an opinion rightly. You can judge of quiet and orderly deportment, of ready and cheerful obedience, of prompt answers, and of cheerful and happy countenances. Pass round the school-room,—address a word of caution, of reprehension, or of commendation and incitement, where your eye will with much certainty see that these appliances are needed. It will raise you in your own esteem, and in the estimation of the young,—excite and inspire the pupils, and strengthen the hands, and give dignity and influence to the master. You could find *time*,—and the interest of *curiosity*, at least, would prompt you to drop into a factory to witness its operations, even if you had not the interest of a *stockholder*. Can you find no interest, then, in the operations of those *mental factories*,—in every one of which you *are* a stockholder? Are the operations upon *dead matter* of more general consequence and curiosity than those upon *mind*?



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the events of the past day, and thus mutually preparing each other for future action and usefulness.

7. PARENTS SHOULD SUPPLY THEIR CHILDREN WITH ALL NEEDFUL BOOKS.

Parents are prone to be remiss, and even niggard, in regard to this thing. Not, that you are always to comply, without inquiry, with the whims and too often changing plans of teachers and book-publishers. There has been, undoubtedly, much abuse on this score,—unnecessary changes and too frequent calls for new text-books, touching the best interests of the *scholars*. But, then, their advancement at school necessarily implies a change of books, and new books impart a new interest to their studies, and give a new spur to their labors. Parents often ungrudgingly incur a free expense to fill, and adorn their bodies, while they stintingly withhold that which is necessary to furnish their minds.

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## STATISTICS.

It is our purpose frequently to present important facts and statistics on the subject of education, in all its bearings, and thus to furnish Teachers and others with the strongest and most convincing arguments in favor of general education. We wish it to be distinctly understood that there are the most satisfactory reasons for believing that there are now in the Union *one million of free white persons over 20 years of age unable to read and write*,—that at least one-fifth of these, or 200,000, are voters! Of this number there are in Ohio by the estimate of the Secretary of State, 40 or 50,000, 12,000 of whom are voters,—and besides these, there are in this State 150,000 children and youth between 4 and 21 years old, entirely illiterate, one-fifth of whom, or 30,000, will in 16 years at most be entitled to all the rights of freemen, and thus is the army of ignorance to be increased rather than diminished.

We would not be understood to charge ignorance as a crime in all cases. There have been, there may now be, those who by unavoidable circumstances have been prevented from enjoying the means of mental improvement. Against such we would be the last to charge ignorance as a crime.

But against those who have grown up in later and more favored times, who have wilfully neglected the privileges they might freely have enjoyed, we have not words to express our indignation; we must, at least, regard them as recreant to the highest duties which can be imposed on them as citizens,—to prepare themselves to discharge intelligently those important duties, and thus to become an *honor*, instead of a *disgrace*, to the community and the state.

## NOTICES OF BOOKS, &amp; C.

UNDER this head we call attention to a few works, and shall speak more fully of them hereafter.

**BOYD'S RHETORIC.**—Published by Harper & Brothers, New York.—This work was forwarded to us some time since by the publishers. It has been adopted as a Text-Book in our Institution, and having used it, we can cheerfully recommend it to Teachers as one of the best works on the subject.

**MITCHELL'S OUTLINE MAPS.**—Published by J. H. Mather & Co., Hartford.—We can most heartily recommend these to Teachers, as an invaluable aid in teaching Geography. The set consists of 30 squares. The Maps may be had singly or in sets, for 50 cents per square, of Mr. M. F. Cowdery, of this place, who is Agent for the sale of them on the Reserve.

**BULLIONS' ENGLISH GRAMMAR.**—Published by Pratt, Woodford & Co., New York.—We have received a copy of this, and sundry other works from the publishers, through their Agent, W. H. Smith, of Cleveland. We commend the Grammar to the notice of Teachers and others.

**BEATTIE'S NEW ARITHMETIC.**—Published by M. C. Younglove, Cleveland, O.—This work contains much of interest and importance to the Teacher, which can be found in but few of the school books on that subject now in use.

**WELLS' SCHOOL GRAMMAR.**—Published by Allen, Morrell & Wardwell, Andover, Mass.—We commend this work to the notice of Teachers: all will hail it as a most valuable addition to the works we have on that subject.

**THE NORMAL CHART OF ELEMENTARY SOUNDS.**—Prepared by D. P. Page, Principal of N. Y. State Normal School, and published by L. W. Hall, Syracuse, N. Y.—The publisher has forwarded us a copy of this beautiful Chart, which we consider one of the finest ornaments for the school room, and as useful as it is ornamental. While we cannot subscribe to every opinion it contains, we commend it to Teachers. For sale by M. C. Younglove; price \$2.

**YOUNG'S CIVIL GOVERNMENT.**—Published by M. C. Younglove.—This is an excellent work, and one which was much needed. We would like to see it used in every district and high school in Ohio.

### **Geauga County Teachers' Institute.**

THE second session of this Institute, held in Chardon, O., in April last, was attended by 200 pupils. The next session of two weeks is to commence on the 27th of October next.

### **Western Reserve Teachers' Seminary.**

THE Fall term of this Institution will commence on Wednesday, the 29th of July, inst., and continue 11 weeks.

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# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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## THE COMMON SCHOOL SYSTEM OF OHIO.

### NUMBER II.

WE are well aware that there is among many of our citizens a lack of confidence in the common schools as a means for furnishing a proper education to all our youth. It has been admitted in a previous article that our system has important defects, defects which might, and should be immediately remedied. Still we believe that most of the evils complained of by the persons just named, result from error and inefficiency in the *administration* of the system rather than from the system itself; and we would request those who distrust the school system and doubt the practicability of any plan for educating the mass of the people, to bear in mind that it appears from the census of 1840, that in New England and New York, with all their Universities, Colleges and Academies, amply endowed and generously patronized as they are, *twelve-thirteenths of all who attend school are in the common school*;—that in the States farther west, the proportion is still larger, as in Ohio  $\frac{7}{8}$ , and in Michigan  $\frac{4}{5}$ ; and that it is estimated by the best judges that throughout the Union,  $\frac{10}{12}$  of those who are receiving instruction, depend upon the common school for all the systematic instruction they receive,—and it cannot be doubted that for years to come, a similar proportion must be thus instructed, or else grow up in ignorance. Indeed, this doctrine is now settled in the minds of the most intelligent and observing friends of education in the eastern States, that *the common school is the only means by which the great mass of our youth can be educated.*

It may be said, that if the common school system were abandoned, people would be better educated than they now are. From this we must entirely dissent, first because the parents of a majority of our youth are *unable* to educate their children at their own expense; and second, an equally large proportion would be *unwilling* to give them such an education as their own good and the best interests of the State require, even if they had the means in the greatest abundance. Again, it may be said that if education is really valuable, it will be sought and obtained, by those who need it, at any cost;—this also we must deny. When did darkness ever call for light, or ignorance for instruction, or impurity and vice for purity and virtue?

We know of no means by which all the youth of the land can be educated, but by the common school system, by *free schools* which shall

furnish to all, the means of instruction as extensive as the wants of the individual and the good of the State require, and as free as the light and air of heaven. If this be true, it becomes every patriot to give the system his cordial support, to use his best efforts to remedy its defects and to improve it both in its frame work and its details, till it shall fully answer the noble end at which it aims. With these views, we feel that the most important questions for the people of this State to decide as citizens, patriots and philanthropists, are how shall our 700,000 youth be properly educated?—(and admitting that they are not so, by the present system), how shall our system be improved, how shall the work of educational reform be commenced and carried on in such a manner that it shall interest all classes to the proper extent,—that each movement may be made at the proper time and all in proper order, so that there may be no unfavorable reaction in consequence of moving too fast or undertaking any reform before the public mind is prepared for it by the steps previously taken?

We regard these as the more important because Ohio has no time to lose in the prosecution of this enterprise, and the whole work may be retarded, two, five, or even ten years by undertaking a single movement, while the people, or a majority of them, are unprepared for it, since no measure can be successful unless it have their approbation and support. To those who have given little reflection to this subject, the questions above stated may seem unimportant or of easy solution. But to those who have watched the progress of educational reform in the several States of the Union for the last 20 years,—who understand the difference between an arbitrary government like that of Prussia, (where the mandate of the king may compel the attendance of every child in the land), and our own free government, where public sentiment is omnipotent, and no important movement can be successful unless it be popular,—and especially to those who have observed in what order the reforms have been undertaken in other States, and the disastrous consequences of attempting them in a wrong order of consecution, they will appear to be questions of no little importance.

Having studied the subject with some care, we venture to propose what seems to us,

THE ORDER IN WHICH THE MEASURES OF REFORM SHOULD BE UNDERTAKEN.

1. *Improve and elevate Teachers.* More is depending on them than on any other class of persons connected with the school system; indeed nothing can be done without Teachers competent to some considerable extent for the discharge of their duties. Let their education be secured partly if need be, at the public expense; it will be a most profitable investment of the public fund. In doing this, operate on as large a number as possible; better do this than expend more on a favored few; this is in accordance with the spirit of the school system and the genius of our government. For the purpose of benefiting to some extent the greatest possible number, there is probably no agency which would be so successful as Teachers' Institutes, held in every

county in the State. In connexion with the improvement of Teachers, diffuse intelligence on the subject of education, among all classes of the community. Send educational books, tracts and papers into every town, district and family in the State; let them be read at every fireside, and let others read them aloud to those who cannot read themselves.

2. *Secure a thorough supervision of all the schools.* For this purpose, probably no plan is better than that adopted by New York and Vermont, and so strongly and ably advocated by our own State Superintendent,—the appointment of *County Superintendents*, whose whole time shall be devoted to the work.

This will exert an untold influence for good on the character of the schools;—will do what nothing else can do toward securing *uniformity* in the mode of instruction,—will go far toward securing a regular attendance of pupils, by creating in them a love of study, of system and order, and awakening in the minds of parents an interest in the schools, and thus securing their influence and *authority*, (if needed), in favor of the constant attendance of their children. In connexion with their labors and those of competent Teachers, we may expect,—to see neat and tasteful *school houses* taking the place of those unsightly edifices which now bear the name,—to see them furnished with ample play-grounds, ornamented with trees and shrubbery,—to find their internal arrangement comfortable and commodious, and the school-rooms supplied with libraries and apparatus, and every thing needed to render them suitable places for the instruction of the youth who are to assemble there to be moulded in mind and manners, to imbibe their principles and form their characters;—and to find the school-house a place of frequent and desirable resort for the parents and guardians whose choicest jewels are there to receive that fashion and polish on which their success in life and their eternal destiny so entirely depends.

3. *Provide for the payment of those employed in conducting or superintending the work of education.* First of Teachers. Nothing can be more short-sighted than to expect, when the demand for talents and attainments is so great in every department of productive labor or honorable employment, that men of character and abilities can be induced to enter the employment, or that the services of competent and faithful teachers can be retained without suitable reward. Though the work of education be the noblest in which man can engage,—one in which angels might delight and feel honored to labor, still it must be remembered that men cannot subsist on air or eat angels' food. *The Teacher must be properly compensated*, must receive a liberal support, not as a gift for which he is laid under obligations to his employers, but as his just due,—his richly earned wages. He should be so generously supported as to remove from him entirely the perplexities of poverty while he lives and labors, and the fear of indigence and beggary for the family he may leave as he descends to that premature grave which the faithful, devoted Teacher will most assuredly fill.

Second—those employed to superintend the work of public instruction should be amply remunerated. The compensation should be such as to command the highest abilities, character and attainments, not so scanty and so grudgingly paid as to drive from the employment every thing but drivelling ignorance and inefficiency or stupid indifference. No officers in the State hold a more responsible station, none can confer a greater or more lasting benefit, in a pecuniary, social or moral point of view, than those who intelligently and faithfully perform their duties as the *ministers of education*.

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[FOR THE OHIO SCHOOL JOURNAL.]

## UNIVERSAL EDUCATION.

### NUMBER II.

QUESTIONS relating to institutions of learning and the progress of science have, from an early period in our country, received some degree of attention. Much has been attempted and much accomplished in *accumulating* knowledge and providing ample facilities for the few who delight in a noble culture and elevated intellectual enjoyments. But a question much more grave and deep-reaching has not been sufficiently considered. *Shall knowledge be generally diffused? SHALL EDUCATION BECOME UNIVERSAL?*

It has, indeed, for a long time been the policy of some States in our country to maintain the obligation and necessity of providing the means of instruction for every child in the land. For two centuries it has been the steady and governing principle in New England that it is the right and duty of the State to furnish means for the instruction of all the youth "in the elements of learning, morals and religion."

The first eminent law-giver of Pennsylvania incorporated a similar principle with the frame of government prepared for that province in 1682. "Men of wisdom and virtue," says the article, "are requisite to preserve a good constitution, and these qualities do not descend by worldly inheritance, but are to be carefully propagated by a virtuous education of youth."

The sages who framed our present constitution repeatedly asserted that wisdom and virtue in the mass of the people were essential to its perpetuity. The modern legislation of almost every State in the Union has recognised the same principle. And yet in no State, and in no considerable community in our country, have the benefits of elementary education been universal. Like the idea of universal enfranchisement, the principle seems to make but slow progress in subjecting the world to its sway. Perhaps, at the present time, in our own country, with all our increased facilities, in view of the entire population of the country, there is a lower per cent. of real intellectual and moral development than existed ten years ago.

With these facts fully before us, we turn with earnest solicitude to

history and experience for assurances that plans for the universal elevation of man are not altogether impracticable and visionary. Fortunately, a few examples, prominent exceptions, it is true, to the ordinary history of nations, are before us and before the world for our consolation and encouragement. A few German States have already demonstrated the practicability of making the day-laborer everywhere an intelligent, virtuous citizen, a man of taste and skill, though toiling daily for his daily bread.

But examples, quite as profitable to us, perhaps, examples showing that there is an immense difference between the easy admission that knowledge and virtue are essential to the happiness of man, and that vigorous intrepid spirit which provides for the necessity, are to be found in Russia and the Sandwich Islands. Semi-barbarous Russia a few years since thought proper to provide a system of education for all her people, and in less than ten years a system was in full operation in her vast empire. Tribes of fifty different languages, nations around the Baltic, the Euxine, the Caspian, the Frozen Ocean, and both sides of the Ural Mountains, of every variety or modification that Europe or Asia can furnish,—Tartars of the Kabarda and Crimea, Calmucks and Cossacks from the Don and the Volga, and the various unrestrained hordes of the mountains and plains were, almost at once, brought within the influence of a comprehensive system of civilization and instruction.

But the moral revolution in the Sandwich Islands during the present century, is a still nobler example of enlightened zeal, and excites higher admiration from having started from a lower point. Here, in 1820, was a nation of heathen, without a written language, without any of the arts of civilized life. No where in the living generation of men was there an example of nobler culture, no where a competent instructor of his race. No where in their rude annals was there an ideal standard of excellence and true dignity in man—no where in their superstitious worship any conceptions of the glory and perfection of Deity. Yet by the faithfulness of a few missionaries and the untiring zeal of the people themselves, we find the nation in *ten years* making considerable pretensions to civilization. A written language was invented, the press introduced, books printed, houses built, *schools universally established*, and, in twelve years, in 1832, *one-third of the entire population was under instruction*.

Perhaps the annals of civil history do not afford an example so powerful, so deeply interesting, as this sudden transformation of a people from the degradation of heathenism, to the usages, the refinements, and the delights of civilized life.

Such examples, my countrymen, encourage us to hope that there is nothing in the nature of things opposed to the universal elevation of man,—that there are no obstacles in the organization of society but what may be overcome by enlightened zeal and unfaltering energy. Especially may we trust that ignorance and wretchedness will not always exist in our highly favored land. Comparatively, we possess immense resources for elevation and happiness. We have at once a



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confines of the highway,—no good enclosure,—weather-beaten and weather-colored, glass broken,—&c. &c. all in keeping ;—I wish not to make farther observation—no inquiry as to the character of the people. I am sure to find near, bushy farms, broken fences, wretched farm-buildings, miserable, and misery-making grog-shops, a dirty, filthy country tavern, with ragged loungers in and about it, &c. &c. all in keeping.”

## 2. PARENTS SHOULD SEE THAT A GOOD TEACHER IS EMPLOYED.

A *poor* teacher,—and they can always be found, at your own price—is undeniably worse, often, than no teacher at all. There are existing difficulties, I know, in the circumstances of the case, in obtaining the necessary number of well educated and experienced teachers for the *winter* schools of our towns. Preparation at a good normal school will do much to qualify for teaching ; yet, after all, *experience* seems almost indispensable. Pay teachers well for their services, and you hold out an inducement to direct and thorough preparation. Pay well,—and, in this matter, as in others in life, the supply will come up to the demand.

Not only should parents take all wise, precautionary measures to obtain the services of a good instructor,—but after his services are secured, they have much to do to *keep* him a good teacher,—to make him a *better* one.

## 3. PARENTS SHOULD VISIT OFTEN THE SCHOOL WHERE THEIR CHILDREN ATTEND.

It is a prevalent, but mistaken opinion, that teachers, generally, are averse to such visits. Were they very general and frequent, they would subserve the very best purposes. Let a school get accustomed to frequent, informal visits from parents, and all interested in their success, and they will be looked for and desired. It manifests an interest to which they are not generally accustomed, but which is grateful and stimulating. It divests the school-room of that exclusive, isolated, secreted character, which, to its disadvantage, is too generally attached to it. It dissipates that reserve, timidity and shyness which almost necessarily show themselves upon the appearance of a new, unaccustomed face in a school unused to the visits of parents and others. It banishes that trepidation and fear, that consternation and panic, even, which will sometimes seize upon the *teacher* as well as *scholars*, when visits from those *without*, are “few and far between,”—regarded not as “*angels’ visits*,” but rather those of *arch enemies and spies*. Teachers who have thought much upon the subject, and have had experience in the matter, I believe, with one voice, will declare that they would like to have calls of this nature, every hour in the day ;—even not object to the *constant presence* of interested persons.

It destroys the dread of an "*examination*,"—that period often regarded with a "fearful looking for," both by teachers and pupils.—They thus become accustomed to *examinations*,—the very things they constantly need; and the effect is to excite, and give self-possession and confidence to all concerned. So far from hindering the operations of a school, they relieve it of a tedious monotony, and prevent many irregularities which might otherwise occur;—stimulate the scholars to *constant* well-appearing, and strengthen the teacher's authority.

Are you a parent, then,—or a school committee-man,—or an individual not interested directly by either of these relations in the educational advancement of the rising generation,—call often and unceremoniously at the school-room of your district, and those of others. Say not, that you have not time. Most have time, and to spare, which they can certainly devote to this important subject,—moments and hours which they are often at a loss to employ otherwise,—hours of non-employment, idleness and heaviness, to dispose of which, they have to resort to various expedients of "time killing." Does a cessation of labor or business allow,—does a foul day intervene,—does a slight indisposition disqualify you for work,—are you passing the school-house, "in no particular hurry,"—tie your horse at the post, and spend a half hour among the smiling faces of happy children.

Say not, that you feel no interest in these things. *You should feel an interest*,—and you *can beget* it. Make four visits to a well conducted school-room, and my word for it, you will feel an inclination for a fifth. Say not, that you are not qualified by education to judge discriminately of the work of the school-room. You may not in all cases be qualified to judge of grammatical exercises, &c., but there is much of which all can form an opinion rightly. You can judge of quiet and orderly deportment, of ready and cheerful obedience, of prompt answers, and of cheerful and happy countenances. Pass round the school-room,—address a word of caution, of reprehension, or of commendation and incitement, where your eye will with much certainty see that these appliances are needed. It will raise you in your own esteem, and in the estimation of the young,—excite and inspire the pupils, and strengthen the hands, and give dignity and influence to the master. You could find *time*,—and the interest of *curiosity*, at least, would prompt you to drop into a factory to witness its operations, even if you had not the interest of a *stockholder*. Can you find no interest, then, in the operations of those *mental factories*,—in every one of which you *are* a stockholder? Are the operations upon *dead matter* of more general consequence and curiosity than those upon *mind*?

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#### 4. PARENTS SHOULD SUSTAIN THE AUTHORITY OF THE TEACHER.

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The successful government of a school of children coming from fifty, or more, families, each with some peculiarity of management, good or bad,—with all those shades and complexity of temper and disposition usually found in a hundred different children, is no easy task. It is attended with more difficulties, and more perplexing turns, than the untried in the way are at all aware of.

When your child comes home with a complaint from school,—a real or imaginary grievance,—listen to him,—if these things come not *too often*, for they should not be encouraged—but decide not hastily, and upon his partial testimony. The law, very wisely, allows no man to bear testimony in his own case. How can we safely trust it in *children*? From the very constitution of human nature, it is next to impossible that a person can be an unbiased evidence for himself, and an impartial judge in his own cause. The God of nature has wisely implanted in the breasts of parents, a strong passion of tenderness, a quick feeling of defence and protection, towards their offspring. It is all necessary, in the relation they stand; but, at the same time, it is apt to lead them into excess and error. A great proportion of the troubles of the school-master's course springs from this source. The home-indulged, and, may be, the *home-spoiled* child, appeals instinctively to that full source of tenderness, of partiality, or of prejudice, in every case of grievance, to reverse the decisions of the school-room. With all those quick sensibilities acutely awake, which were placed in the parent's heart for the best purposes, but which are often perverted, the father or mother decides hastily, solely upon the words of the child, prompted by the strongly swaying feelings of vindication. The teacher is not heard in the case,—and judgment is hastily pronounced against him! No course is more certain to lead the judgment astray,—result in wrong to the teacher, and in a most pernicious influence upon the child.

No,—if a complaint be brought from school for home decision,—and it seem worthy of consideration,—hear the child's representation; but decide not the case *with him*. Be careful, in the mean time, not to have the ear too open to complaints, or they will come too fast and frequent. If one, I say, seem worthy of serious consideration, have a full statement on the other side, and with the *teacher* settle the point. If, from false testimony, or misapprehension, he has erred, convinced of his error, he will make concession, and due reparation, or he is not worthy of his trust. If he has been led into misgovernment from a mistaken insight into the child's disposition or temper, upon being set right in the matter, he will alter his course, or he has not the qualities which fit him for his important post.

The most disastrous consequences I believe have often resulted from errors that have come from the joint relation in which parents and teachers stand to children. An old teacher has informed me, that he has made it a matter of *record*, and that, in his experience of many

years, in *no* case where the parent has violently and unreasonably interfered between his rightful authority and the child, and persisted in an unjust decision against him, has it passed long, without the iniquity being signally visited upon the heads of the offenders. Boys thus encouraged and supported in disobedience, and thus screened from a just penalty, have, almost without *one* exception "*turned out badly*" in life. Two cases he cited, strongly marked by the turpitude of the offenders, and followed by the violent abuse which he received from the parents. They were visited by a signal retribution,—no less than the public conviction of the two boys, for theft, within two weeks of the "school's disaster."

5. PARENTS SHOULD SEE THAT THEIR CHILDREN ARE PUNCTUAL AND REGULAR IN THEIR ATTENDANCE AT SCHOOL.

Pupils cannot be taught unless the teacher has their presence.—The partial and irregular attendance of children at school must necessarily result in their irregular, partial and imperfect instruction.

Those school-books have the sanction of the best judges, as being the best, in which the principles are very gradually unfolded, connected by a golden chain of little links, no one of which can be safely spared, or *skipped over*, without making more or less defective the work of instruction. The best and most successful teachers are those who proceed minutely and carefully on this plan. But how can they so proceed, and how use such books, with scholars who are, *half* the time, it may be, absent,—and their attendance marked by the worst features of irregularity?

All things of domestic arrangement should be ordered with reference to the importance of regular and *interested* attendance of children at school. The first morning duty of a parent, after that to his God, is to his children,—to see that their feet are directed in the daily path of duty,—that every thing which stands in the way of their regular attendance, that can be removed, is made to give way to this. How very frequent is the case,—how common is the defection, that parents give little or no attention to this weighty matter,—that it is almost wholly uncared for, and their attendance or non-attendance left to mere chance, or to the whim and caprice of the child? How often it is, that the most flimsy excuse of the child, or some slight, domestic convenience determines the question whether he shall be in his school-seat for the day, or his attention and habits estranged and weaned from his studies by staying at home. Arrange your business, then,—and it can easily be done,—so that occasions of interruption in this important matter will not be likely *frequently* to occur. Arrange your business so, that compliance in this thing shall take precedence of all others. Does the state of the weather interpose obstacles? Make a little extra exertion,—take your carriage, if you have one, and carry your children to school;—if you have no carriage for this purpose, take them by the hand, and teach them manfully to breast a little buf-

feting of the storm: it is a necessary part of their education,—it will give strength to their muscles, and determination to their minds. The health of many more children is sacrificed by mistaken tenderness in *careful seclusion*, than by *active exercise* and *proper exposure*.

Let not frequent and slight excuses of illness on their part keep your children from school. Ill health is often feigned or imagined by those who have not the strongest inclination for the discipline and restraints of the school-room, and who have contracted habits of irregular attendance. *The school-room is a healthy place*, whatever adverse doctrines and beliefs may have been entertained upon the subject. The exercise which necessarily comes from the attendance,—the regulation of time, diet, habits, &c., which it more or less imposes,—the social excitement and hilarity which comes from the meeting of many children together, is philosophically and *practically*, all on the side of health. *Few children die while actual members of a school*. All experience will attest this. Teachers who have kept school, constantly, ten, twenty, or thirty years, will tell you that they have lost but *few* scholars by death,—hardly averaging *two*, for every *ten* years, even in large schools. The cases of the most perfect, youthful health that I have ever known, have been in those children who have attended an annual school for years, with scarcely the loss of one day in the year.

#### 6. PARENTS SHOULD SHOW A LIVELY INTEREST IN ALL THAT CONCERNS THE SCHOOL.

When your children return to their homes, ascertain first that they have been to school, and in proper time. Question them of their conduct, and of the manner in which they have acquitted themselves in their studies. Have they been obedient and respectful to their teacher,—kind and friendly towards their associates,—and industrious at their work? Press the importance of these things constantly on their memories and hearts; let not a day pass—sit not down to a meal with them, without going over the whole ground. This is the way in which children's hearts are kept in the right, and right habits and correct principles permanently established. Do this constantly, systematically and wisely, and you will never be troubled with complaints originating in the school-room.

Take an active interest in their studies,—in *all* their studies. Take them by the hand, and tread the path of knowledge and research with them. You may say, "that your own education has not qualified you for this undertaking." Then, you can qualify yourself, now, in a measure, by this course. The very undertaking will qualify you in a good degree. Many a parent has been beneficially and delightfully instructed by his own children, in this manner—his own stock of useful knowledge increased, and his children immeasurably benefitted. What can present a more delightful and gratifying picture, than a family seated around the evening fireside, reviewing their acts, and

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the events of the past day, and thus mutually preparing each other for future action and usefulness.

7. PARENTS SHOULD SUPPLY THEIR CHILDREN WITH ALL NEEDFUL BOOKS.

Parents are prone to be remiss, and even niggard, in regard to this thing. Not, that you are always to comply, without inquiry, with the whims and too often changing plans of teachers and book-publishers. There has been, undoubtedly, much abuse on this score,—unnecessary changes and too frequent calls for new text-books, touching the best interests of the *scholars*. But, then, their advancement at school necessarily implies a change of books, and new books impart a new interest to their studies, and give a new spur to their labors. Parents often ungrudgingly incur a free expense to fill, and adorn their bodies, while they stintingly withhold that which is necessary to furnish their minds.

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## STATISTICS.

It is our purpose frequently to present important facts and statistics on the subject of education, in all its bearings, and thus to furnish Teachers and others with the strongest and most convincing arguments in favor of general education. We wish it to be distinctly understood that there are the most satisfactory reasons for believing that there are now in the Union *one million of free white persons over 20 years of age unable to read and write*,—that at least one-fifth of these, or 200,000, are voters! Of this number there are in Ohio by the estimate of the Secretary of State, 40 or 50,000, 12,000 of whom are voters,—and besides these, there are in this State 150,000 children and youth between 4 and 21 years old, entirely illiterate, one-fifth of whom, or 30,000, will in 16 years at most be entitled to all the rights of freemen, and thus is the army of ignorance to be increased rather than diminished.

We would not be understood to charge ignorance as a crime in all cases. There have been, there may now be, those who by unavoidable circumstances have been prevented from enjoying the means of mental improvement. Against such we would be the last to charge ignorance as a crime.

But against those who have grown up in later and more favored times, who have wilfully neglected the privileges they might freely have enjoyed, we have not words to express our indignation; we must, at least, regard them as recreant to the highest duties which can be imposed on them as citizens,—to prepare themselves to discharge intelligently those important duties, and thus to become an *honor*, instead of a *disgrace*, to the community and the state.



## NOTICES OF BOOKS, &amp; C.

UNDER this head we call attention to a few works, and shall speak more fully of them hereafter.

**BOYD'S RHETORIC.**—Published by Harper & Brothers, New York.—This work was forwarded to us some time since by the publishers. It has been adopted as a Text-Book in our Institution, and having used it, we can cheerfully recommend it to Teachers as one of the best works on the subject.

**MITCHELL'S OUTLINE MAPS.**—Published by J. H. Mather & Co., Hartford.—We can most heartily recommend these to Teachers, as an invaluable aid in teaching Geography. The set consists of 30 squares. The Maps may be had singly or in sets, for 50 cents per square, of Mr. M. F. Cowdery, of this place, who is Agent for the sale of them on the Reserve.

**BULLIONS' ENGLISH GRAMMAR.**—Published by Pratt, Woodford & Co., New York.—We have received a copy of this, and sundry other works from the publishers, through their Agent, W. H. Smith, of Cleveland. We commend the Grammar to the notice of Teachers and others.

**BEATTIE'S NEW ARITHMETIC.**—Published by M. C. Younglove, Cleveland, O.—This work contains much of interest and importance to the Teacher, which can be found in but few of the school books on that subject now in use.

**WELLS' SCHOOL GRAMMAR.**—Published by Allen, Morrell & Wardwell, Andover, Mass.—We commend this work to the notice of Teachers: all will hail it as a most valuable addition to the works we have on that subject.

**THE NORMAL CHART OF ELEMENTARY SOUNDS.**—Prepared by D. P. Page, Principal of N. Y. State Normal School, and published by L. W. Hall, Syracuse, N. Y.—The publisher has forwarded us a copy of this beautiful Chart, which we consider one of the finest ornaments for the school room, and as useful as it is ornamental. While we cannot subscribe to every opinion it contains, we commend it to Teachers. For sale by M. C. Younglove; price \$2.

**YOUNG'S CIVIL GOVERNMENT.**—Published by M. C. Younglove.—This is an excellent work, and one which was much needed. We would like to see it used in every district and high school in Ohio.

**Geauga County Teachers' Institute.**

THE second session of this Institute, held in Chardon, O., in April last, was attended by 200 pupils. The next session of two weeks is to commence on the 27th of October next.

**Western Reserve Teachers' Seminary.**

THE Fall term of this Institution will commence on Wednesday, the 29th of July, inst., and continue 11 weeks.

YOUNGLOVE'S STEAM POWER PRESS—CLEVELAND.

# THE OHIO SCHOOL JOURNAL.

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## THE COMMON SCHOOL SYSTEM OF OHIO.

### NUMBER II.

WE are well aware that there is among many of our citizens a lack of confidence in the common schools as a means for furnishing a proper education to all our youth. It has been admitted in a previous article that our system has important defects, defects which might, and should be immediately remedied. Still we believe that most of the evils complained of by the persons just named, result from error and inefficiency in the *administration* of the system rather than from the system itself; and we would request those who distrust the school system and doubt the practicability of any plan for educating the mass of the people, to bear in mind that it appears from the census of 1840, that in New England and New York, with all their Universities, Colleges and Academies, amply endowed and generously patronized as they are, *twelve-thirteenths of all who attend school are in the common school*;—that in the States farther west, the proportion is still larger, as in Ohio  $\frac{11}{12}$ , and in Michigan  $\frac{11}{12}$ ; and that it is estimated by the best judges that throughout the Union,  $\frac{10}{11}$  of those who are receiving instruction, depend upon the common school for all the systematic instruction they receive,—and it cannot be doubted that for years to come, a similar proportion must be thus instructed, or else grow up in ignorance. Indeed, this doctrine is now settled in the minds of the most intelligent and observing friends of education in the eastern States, that *the common school is the only means by which the great mass of our youth can be educated.*

It may be said, that if the common school system were abandoned, people would be better educated than they now are. From this we must entirely dissent, first because the parents of a majority of our youth are *unable* to educate their children at their own expense, and second, an equally large proportion would be *unwilling* to give them such an education as their own good and the best interests of the State require, even if they had the means in the greatest abundance. Again, it may be said that if education is really valuable, it will be sought and obtained, by those who need it, at any cost;—this also we must deny. When did darkness ever call for light, or ignorance for instruction, or impurity and vice for purity and virtue?

We know of no means by which all the youth of the land can be educated, but by the common school system, by *free schools* which shall

furnish to all, the means of instruction as extensive as the wants of the individual and the good of the State require, and as free as the light and air of heaven. If this be true, it becomes every patriot to give the system his cordial support, to use his best efforts to remedy its defects and to improve it both in its frame work and its details, till it shall fully answer the noble end at which it aims. With these views, we feel that the most important questions for the people of this State to decide as citizens, patriots and philanthropists, are how shall our 700,000 youth be properly educated?—(and admitting that they are not so, by the present system), how shall our system be improved, how shall the work of educational reform be commenced and carried on in such a manner that it shall interest all classes to the proper extent,—that each movement may be made at the proper time and all in proper order, so that there may be no unfavorable reaction in consequence of moving too fast or undertaking any reform before the public mind is prepared for it by the steps previously taken?

We regard these as the more important because Ohio has no time to lose in the prosecution of this enterprise, and the whole work may be retarded, two, five, or even ten years by undertaking a single movement, while the people, or a majority of them, are unprepared for it, since no measure can be successful unless it have their approbation and support. To those who have given little reflection to this subject, the questions above stated may seem unimportant or of easy solution. But to those who have watched the progress of educational reform in the several States of the Union for the last 20 years,—who understand the difference between an arbitrary government like that of Prussia, (where the mandate of the king may compel the attendance of every child in the land), and our own free government, where public sentiment is omnipotent, and no important movement can be successful unless it be popular,—and especially to those who have observed in what order the reforms have been undertaken in other States, and the disastrous consequences of attempting them in a wrong order of consecution, they will appear to be questions of no little importance.

Having studied the subject with some care, we venture to propose what seems to us,

THE ORDER IN WHICH THE MEASURES OF REFORM SHOULD BE UNDERTAKEN.

1. *Improve and elevate Teachers.* More is depending on them than on any other class of persons connected with the school system; indeed nothing can be done without Teachers competent to some considerable extent for the discharge of their duties. Let their education be secured partly if need be, at the public expense; it will be a most profitable investment of the public fund. In doing this, operate on as large a number as possible; better do this than expend more on a favored few; this is in accordance with the spirit of the school system and the genius of our government. For the purpose of benefiting to some extent the greatest possible number, there is probably no agency which would be so successful as Teachers' Institutes, held in every

county in the State. In connexion with the improvement of Teachers, diffuse intelligence on the subject of education, among all classes of the community. Send educational books, tracts and papers into every town, district and family in the State; let them be read at every fireside, and let others read them aloud to those who cannot read themselves.

2. *Secure a thorough supervision of all the schools.* For this purpose, probably no plan is better than that adopted by New York and Vermont, and so strongly and ably advocated by our own State Superintendent,—the appointment of *County Superintendents*, whose whole time shall be devoted to the work.

This will exert an untold influence for good on the character of the schools;—will do what nothing else can do toward securing *uniformity* in the mode of instruction,—will go far toward securing a regular attendance of pupils, by creating in them a love of study, of system and order, and awakening in the minds of parents an interest in the schools, and thus securing their influence and *authority*, (if needed), in favor of the constant attendance of their children. In connexion with their labors and those of competent Teachers, we may expect,—to see neat and tasteful *school houses* taking the place of those unsightly edifices which now bear the name,—to see them furnished with ample play-grounds, ornamented with trees and shrubbery,—to find their internal arrangement comfortable and commodious, and the school-rooms supplied with libraries and apparatus, and every thing needed to render them suitable places for the instruction of the youth who are to assemble there to be moulded in mind and manners, to imbibe their principles and form their characters;—and to find the school-house a place of frequent and desirable resort for the parents and guardians whose choicest jewels are there to receive that fashion and polish on which their success in life and their eternal destiny so entirely depends.

3. *Provide for the payment of those employed in conducting or superintending the work of education.* First of Teachers. Nothing can be more short-sighted than to expect, when the demand for talents and attainments is so great in every department of productive labor or honorable employment, that men of character and abilities can be induced to enter the employment, or that the services of competent and faithful teachers can be retained without suitable reward. Though the work of education be the noblest in which man can engage,—one in which angels might delight and feel honored to labor, still it must be remembered that men cannot subsist on air or eat angels' food. *The Teacher must be properly compensated*, must receive a liberal support, not as a gift for which he is laid under obligations to his employers, but as his just due,—his richly earned wages. He should be so generously supported as to remove from him entirely the perplexities of poverty while he lives and labors, and the fear of indigence and beggary for the family he may leave as he descends to that premature grave which the faithful, devoted Teacher will most assuredly fill.

Second—those employed to superintend the work of public instruction should be amply remunerated. The compensation should be such as to command the highest abilities, character and attainments, not so scanty and so grudgingly paid as to drive from the employment every thing but drivelling ignorance and inefficiency or stupid indifference. No officers in the State hold a more responsible station, none can confer a greater or more lasting benefit, in a pecuniary, social or moral point of view, than those who intelligently and faithfully perform their duties as the *ministers of education*.

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[FOR THE OHIO SCHOOL JOURNAL.]

## UNIVERSAL EDUCATION.

### NUMBER II.

QUESTIONS relating to institutions of learning and the progress of science have, from an early period in our country, received some degree of attention. Much has been attempted and much accomplished in *accumulating* knowledge and providing ample facilities for the few who delight in a noble culture and elevated intellectual enjoyments. But a question much more grave and deep-reaching has not been sufficiently considered. *Shall knowledge be generally diffused? SHALL EDUCATION BECOME UNIVERSAL?*

It has, indeed, for a long time been the policy of some States in our country to maintain the obligation and necessity of providing the means of instruction for every child in the land. For two centuries it has been the steady and governing principle in New England that it is the right and duty of the State to furnish means for the instruction of all the youth "in the elements of learning, morals and religion."

The first eminent law-giver of Pennsylvania incorporated a similar principle with the frame of government prepared for that province in 1682. "Men of wisdom and virtue," says the article, "are requisite to preserve a good constitution, and these qualities do not descend by worldly inheritance, but are to be carefully propagated by a virtuous education of youth."

The sages who framed our present constitution repeatedly asserted that wisdom and virtue in the mass of the people were essential to its perpetuity. The modern legislation of almost every State in the Union has recognised the same principle. And yet in no State, and in no considerable community in our country, have the benefits of elementary education been universal. Like the idea of universal enfranchisement, the principle seems to make but slow progress in subjecting the world to its sway. Perhaps, at the present time, in our own country, with all our increased facilities, in view of the entire population of the country, there is a lower per cent. of real intellectual and moral development than existed ten years ago.

With these facts fully before us, we turn with earnest solicitude to

history and experience for assurances that plans for the universal elevation of man are not altogether impracticable and visionary. Fortunately, a few examples, prominent exceptions, it is true, to the ordinary history of nations, are before us and before the world for our consolation and encouragement. A few German States have already demonstrated the practicability of making the day-laborer everywhere an intelligent, virtuous citizen, a man of taste and skill, though toiling daily for his daily bread.

But examples, quite as profitable to us, perhaps, examples showing that there is an immense difference between the easy admission that knowledge and virtue are essential to the happiness of man, and that vigorous intrepid spirit which provides for the necessity, are to be found in Russia and the Sandwich Islands. Semi-barbarous Russia a few years since thought proper to provide a system of education for all her people, and in less than ten years a system was in full operation in her vast empire. Tribes of fifty different languages, nations around the Baltic, the Euxine, the Caspian, the Frozen Ocean, and both sides of the Ural Mountains, of every variety or modification that Europe or Asia can furnish,—Tartars of the Kabarda and Crimea, Calmucks and Cossacks from the Don and the Volga, and the various unrestrained hordes of the mountains and plains were, almost at once, brought within the influence of a comprehensive system of civilization and instruction.

But the moral revolution in the Sandwich Islands during the present century, is a still nobler example of enlightened zeal, and excites higher admiration from having started from a lower point. Here, in 1820, was a nation of heathen, without a written language, without any of the arts of civilized life. No where in the living generation of men was there an example of nobler culture, no where a competent instructor of his race. No where in their rude annals was there an ideal standard of excellence and true dignity in man—no where in their superstitious worship any conceptions of the glory and perfection of Deity. Yet by the faithfulness of a few missionaries and the untiring zeal of the people themselves, we find the nation in *ten years* making considerable pretensions to civilization. A written language was invented, the press introduced, books printed, houses built, *schools universally established*, and, in twelve years, in 1832, *one-third of the entire population was under instruction*.

Perhaps the annals of civil history do not afford an example so powerful, so deeply interesting, as this sudden transformation of a people from the degradation of heathenism, to the usages, the refinements, and the delights of civilized life.

Such examples, my countrymen, encourage us to hope that there is nothing in the nature of things opposed to the universal elevation of man,—that there are no obstacles in the organization of society but what may be overcome by enlightened zeal and unflinching energy. Especially may we trust that ignorance and wretchedness will not always exist in our highly favored land. Comparatively, we possess immense resources for elevation and happiness. We have at once a

written language, books suited to the purposes of instruction, a literature rich in wisdom and pure sentiments, and precepts of morality and religion, given to man by Infinite Wisdom. And were there any adequate conviction of the importance of universal culture, or a proper appreciation of the grandeur of such an object, a million temples, adorned and consecrated to science, might be erected in our country in a single year. Were there a distinct and emphatic demand, and a proper compensation for their services secured, half a million of teachers, suitable to give instruction in rudiments, might be called in to service in a single month. And, in five years, such a company of men and women might be found instructing every child in the republic as would be an honor to the nation and an honor to humanity.

Such advantages should not remain in our hands unused. Such resources should not be perverted from their highest purpose.

EXCELSIOR.

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## TEACHERS' INSTITUTES.

### NUMBER II.

THE object of this class of schools is to improve the Teachers of common schools, and through them to exert an elevating influence on those schools and the whole community. An Institute is little more or less than a *protracted Teachers' convention*, though many of its exercises are of a more familiar and practical character than those of a convention. The session usually continues two weeks. The members are instructed during the day in all the various branches they expect to teach; thus a thorough review of all the branches is secured,—the pupils are questioned upon them, may ask questions upon them, or present their own views, and state objections to those of the Instructor, and thus is a perfectly free interchange of opinions secured, and the best opportunity afforded for ensuring uniformity in the mode of teaching and explaining all the studies pursued under their direction. The evening exercises are occupied with public lectures on the subject of education and the discussion of questions connected with it;—these are usually attended by large numbers of the citizens of the place, and thus a favorable influence is exerted upon a much larger number than the regular pupils. The object of the evening exercises is to furnish to the Teachers and all who attend valuable statistical and other information showing the paramount importance of general education.

No one, who has not attended a well conducted Institute, can form any adequate conception of the interest which may be awakened and the amount of valuable practical instruction which may be given by experienced Teachers and Lecturers in a session of two weeks. We are confident that they are just the agency now needed in Ohio, and indeed in all the western States, to produce a proper degree of interest

in the cause of education among all classes, and to give a noble impulse to the progress of the enterprise. The following is

#### THE MODE OF ORGANIZING THEM.

In places where there exists a Town or County Educational Society, the society should appoint a committee to secure instructors and a place for holding the session, to publish notice of the time, and make all the necessary arrangements;—where there is no such society, a meeting of the friends of education might be called for the purpose of appointing a committee, or the instructors of any college or academy might issue a call for such a meeting of Teachers.

In almost any county in this State a respectable number of Teachers could easily be assembled for the purpose of forming an Institute, provided competent and experienced Instructors could be secured. Little is wanted beside a disposition to undertake, and energy to carry on the work,—the experiment has already been tried three times and succeeded beyond the expectations of the most sanguine.

It may perhaps be interesting to many to read a more full description of the manner in which all the exercises in these schools are conducted. We have no very full reports of the numerous Institutes held in New York. The one attended at Sandusky in Sept. last, was called to order by the chairman of the committee of arrangements, and opened with prayer by one of the clergymen of the city. After which the chairman, Judge Lane, made a brief address, stating the objects of the Institute,—the motives which had influenced himself and others to engage in the project,—gave the pupils a cordial welcome to the benefits which were confidently expected from it, and then introduced the gentlemen who had been engaged as Instructors.

After him the venerable SALEM TOWN of N. Y., (who had been secured to take charge of the Institute as Principal), rose and presented some remarks,—spoke of the origin of Institutes,—of the benefits to be derived from them,—of the responsibilities of the Teacher's vocation,—of the importance of being thoroughly qualified for its high duties, and of the grandeur and magnitude of the movement in the cause of education which was here to commence.

Remarks were then made by the assistant Teachers, by Clergymen and some others, after which the regular course of instruction proceeded.

A similar course has been taken in organizing and opening the two other Institutes held in this State.

The following is an extract from the account, given by the Hon. H. MANN, of the manner of opening those held under his direction in the State of Massachusetts:—

“After the meeting was called to order, a cordial welcome was extended to its members; a few remarks were then made respecting the laudable and sacred purpose for which they had assembled together, and religious services, appropriate to the occasion, were performed.

“It was then explained, that where many individuals meet together, in order more successfully to carry out a common purpose, it always



## 4. PARENTS SHOULD SUSTAIN THE AUTHORITY OF THE TEACHER.

The successful government of a school of children coming from fifty, or more, families, each with some peculiarity of management, good or bad,—with all those shades and complexity of temper and disposition usually found in a hundred different children, is no easy task. It is attended with more difficulties, and more perplexing turns, than the untried in the way are at all aware of.

When your child comes home with a complaint from school,—a real or imaginary grievance,—listen to him,—if these things come not *too often*, for they should not be encouraged—but decide not hastily, and upon his partial testimony. The law, very wisely, allows no man to bear testimony in his own case. How can we safely trust it in *children*? From the very constitution of human nature, it is next to impossible that a person can be an unbiased evidence for himself, and an impartial judge in his own cause. The God of nature has wisely implanted in the breasts of parents, a strong passion of tenderness, a quick feeling of defence and protection, towards their offspring. It is all necessary, in the relation they stand; but, at the same time, it is apt to lead them into excess and error. A great proportion of the troubles of the school-master's course springs from this source. The home-indulged, and, may be, the *home-spoiled* child, appeals instinctively to that full source of tenderness, of partiality, or of prejudice, in every case of grievance, to reverse the decisions of the school-room. With all those quick sensibilities acutely awake, which were placed in the parent's heart for the best purposes, but which are often perverted, the father or mother decides hastily, solely upon the words of the child, prompted by the strongly swaying feelings of vindication. The teacher is not heard in the case,—and judgment is hastily pronounced against him! No course is more certain to lead the judgment astray,—result in wrong to the teacher, and in a most pernicious influence upon the child.

No,—if a complaint be brought from school for home decision,—and it seem worthy of consideration,—hear the child's representation; but decide not the case *with him*. Be careful, in the mean time, not to have the ear too open to complaints, or they will come too fast and frequent. If one, I say, seem worthy of serious consideration, have a full statement on the other side, and with the *teacher* settle the point. If, from false testimony, or misapprehension, he has erred, convinced of his error, he will make concession, and due reparation, or he is not worthy of his trust. If he has been led into misgovernment from a mistaken insight into the child's disposition or temper, upon being set right in the matter, he will alter his course, or he has not the qualities which fit him for his important post.

The most disastrous consequences I believe have often resulted from errors that have come from the joint relation in which parents and teachers stand to children. An old teacher has informed me, that he has made it a matter of *record*, and that, in his experience of many

years, in *no* case where the parent has violently and unreasonably interfered between his rightful authority and the child, and persisted in an unjust decision against him, has it passed long, without the iniquity being signally visited upon the heads of the offenders. Boys thus encouraged and supported in disobedience, and thus screened from a just penalty, have, almost without *one* exception "*turned out badly*" in life. Two cases he cited, strongly marked by the turpitude of the offenders, and followed by the violent abuse which he received from the parents. They were visited by a signal retribution,—no less than the public conviction of the two boys, for theft, within two weeks of the "*school's disaster.*"

5. PARENTS SHOULD SEE THAT THEIR CHILDREN ARE PUNCTUAL AND REGULAR IN THEIR ATTENDANCE AT SCHOOL.

Pupils cannot be taught unless the teacher has their presence.—The partial and irregular attendance of children at school must necessarily result in their irregular, partial and imperfect instruction.

Those school-books have the sanction of the best judges, as being the best, in which the principles are very gradually unfolded, connected by a golden chain of little links, no one of which can be safely spared, or *skipped over*, without making more or less defective the work of instruction. The best and most successful teachers are those who proceed minutely and carefully on this plan. But how can they so proceed, and how use such books, with scholars who are, *half* the time, it may be, absent,—and their attendance marked by the worst features of irregularity?

All things of domestic arrangement should be ordered with reference to the importance of regular and *interested* attendance of children at school. The first morning duty of a parent, after that to his God, is to his children,—to see that their feet are directed in the daily path of duty,—that every thing which stands in the way of their regular attendance, that can be removed, is made to give way to this. How very frequent is the case,—how common is the defection, that parents give little or no attention to this weighty matter,—that it is almost wholly uncared for, and their attendance or non-attendance left to mere chance, or to the whim and caprice of the child? How often it is, that the most flimsy excuse of the child, or some slight, domestic convenience determines the question whether he shall be in his school-seat for the day, or his attention and habits estranged and weaned from his studies by staying at home. Arrange your business, then,—and it can easily be done,—so that occasions of interruption in this important matter will not be likely *frequently* to occur. Arrange your business so, that compliance in this thing shall take precedence of all others. Does the state of the weather interpose obstacles? Make a little extra exertion,—take your carriage, if you have one, and carry your children to school;—if you have no carriage for this purpose, take them by the hand, and teach them manfully to breast a little buf-

feting of the storm: it is a necessary part of their education,—it will give strength to their muscles, and determination to their minds. The health of many more children is sacrificed by mistaken tenderness in *careful seclusion*, than by *active exercise* and *proper exposure*.

Let not frequent and slight excuses of illness on their part keep your children from school. Ill health is often feigned or imagined by those who have not the strongest inclination for the discipline and restraints of the school-room, and who have contracted habits of irregular attendance. *The school-room is a healthy place*, whatever adverse doctrines and beliefs may have been entertained upon the subject. The exercise which necessarily comes from the attendance,—the regulation of time, diet, habits, &c., which it more or less imposes,—the social excitement and hilarity which comes from the meeting of many children together, is philosophically and *practically*, all on the side of health. *Few children die while actual members of a school*. All experience will attest this. Teachers who have kept school, constantly, ten, twenty, or thirty years, will tell you that they have lost but *few* scholars by death,—hardly averaging *two*, for every *ten* years, even in large schools. The cases of the most perfect, youthful health that I have ever known, have been in those children who have attended an annual school for years, with scarcely the loss of *one* day in the year.

#### 6. PARENTS SHOULD SHOW A LIVELY INTEREST IN ALL THAT CONCERNS THE SCHOOL.

When your children return to their homes, ascertain first that they have been to school, and in proper time. Question them of their conduct, and of the manner in which they have acquitted themselves in their studies. Have they been obedient and respectful to their teacher,—kind and friendly towards their associates,—and industrious at their work? Press the importance of these things constantly on their memories and hearts; let not a day pass—sit not down to a meal with them, without going over the whole ground. This is the way in which children's hearts are kept in the right, and right habits and correct principles permanently established. Do this constantly, systematically and wisely, and you will never be troubled with complaints originating in the school-room.

Take an active interest in their studies,—in *all* their studies. Take them by the hand, and tread the path of knowledge and research with them. You may say, "that your own education has not qualified you for this undertaking." Then, you can qualify yourself, now, in a measure, by this course. The very undertaking will qualify you in a good degree. Many a parent has been beneficially and delightfully instructed by his own children, in this manner—his own stock of useful knowledge increased, and his children immeasurably benefitted. What can present a more delightful and gratifying picture, than a family seated around the evening fireside, reviewing their acts, and

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the events of the past day, and thus mutually preparing each other for future action and usefulness.

7. PARENTS SHOULD SUPPLY THEIR CHILDREN WITH ALL NEEDFUL BOOKS.

Parents are prone to be remiss, and even niggard, in regard to this thing. Not, that you are always to comply, without inquiry, with the whims and too often changing plans of teachers and book-publishers. There has been, undoubtedly, much abuse on this score,—unnecessary changes and too frequent calls for new text-books, touching the best interests of the *scholars*. But, then, their advancement at school necessarily implies a change of books, and new books impart a new interest to their studies, and give a new spur to their labors. Parents often ungrudgingly incur a free expense to fill, and adorn their bodies, while they stintingly withhold that which is necessary to furnish their minds.

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## STATISTICS.

It is our purpose frequently to present important facts and statistics on the subject of education, in all its bearings, and thus to furnish Teachers and others with the strongest and most convincing arguments in favor of general education. We wish it to be distinctly understood that there are the most satisfactory reasons for believing that there are now in the Union *one million of free white persons over 20 years of age unable to read and write*,—that at least one-fifth of these, or 200,000, are voters! Of this number there are in Ohio by the estimate of the Secretary of State, 40 or 50,000, 12,000 of whom are voters,—and besides these, there are in this State 150,000 children and youth between 4 and 21 years old, entirely illiterate, one-fifth of whom, or 30,000, will in 16 years at most be entitled to all the rights of freemen, and thus is the army of ignorance to be increased rather than diminished.

We would not be understood to charge ignorance as a crime in all cases. There have been, there may now be, those who by unavoidable circumstances have been prevented from enjoying the means of mental improvement. Against such we would be the last to charge ignorance as a crime.

But against those who have grown up in later and more favored times, who have wilfully neglected the privileges they might freely have enjoyed, we have not words to express our indignation; we must, at least, regard them as recreant to the highest duties which can be imposed on them as citizens,—to prepare themselves to discharge intelligently those important duties, and thus to become an *honor*, instead of a *disgrace*, to the community and the state.

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## NOTICES OF BOOKS, & C.

UNDER this head we call attention to a few works, and shall speak more fully of them hereafter.

**BOYD'S RHETORIC.**—Published by Harper & Brothers, New York.—This work was forwarded to us some time since by the publishers. It has been adopted as a Text-Book in our Institution, and having used it, we can cheerfully recommend it to Teachers as one of the best works on the subject.

**MITCHELL'S OUTLINE MAPS.**—Published by J. H. Mather & Co., Hartford.—We can most heartily recommend these to Teachers, as an invaluable aid in teaching Geography. The set consists of 30 squares. The Maps may be had singly or in sets, for 50 cents per square, of Mr. M. F. Cowdery, of this place, who is Agent for the sale of them on the Reserve.

**BULLIONS' ENGLISH GRAMMAR.**—Published by Pratt, Woodford & Co., New York.—We have received a copy of this, and sundry other works from the publishers, through their Agent, W. H. Smith, of Cleveland. We commend the Grammar to the notice of Teachers and others.

**BEATTIE'S NEW ARITHMETIC.**—Published by M. C. Younglove, Cleveland, O.—This work contains much of interest and importance to the Teacher, which can be found in but few of the school books on that subject now in use.

**WELLS' SCHOOL GRAMMAR.**—Published by Allen, Morrell & Wardwell, Andover, Mass.—We commend this work to the notice of Teachers: all will hail it as a most valuable addition to the works we have on that subject.

**THE NORMAL CHART OF ELEMENTARY SOUNDS.**—Prepared by D. P. Page, Principal of N. Y. State Normal School, and published by L. W. Hall, Syracuse, N. Y.—The publisher has forwarded us a copy of this beautiful Chart, which we consider one of the finest ornaments for the school room, and as useful as it is ornamental. While we cannot subscribe to every opinion it contains, we commend it to Teachers. For sale by M. C. Younglove; price \$2.

**YOUNG'S CIVIL GOVERNMENT.**—Published by M. C. Younglove.—This is an excellent work, and one which was much needed. We would like to see it used in every district and high school in Ohio.

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### **Gauga County Teachers' Institute.**

THE second session of this Institute, held in Chardon, O., in April last, was attended by 200 pupils. The next session of two weeks is to commence on the 27th of October next.

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### **Western Reserve Teachers' Seminary.**

THE Fall term of this Institution will commence on Wednesday, the 29th of July, inst., and continue 11 weeks.

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## THE COMMON SCHOOL SYSTEM OF OHIO.

### NUMBER II.

WE are well aware that there is among many of our citizens a lack of confidence in the common schools as a means for furnishing a proper education to all our youth. It has been admitted in a previous article that our system has important defects, defects which might, and should be immediately remedied. Still we believe that most of the evils complained of by the persons just named, result from error and inefficiency in the *administration* of the system rather than from the system itself; and we would request those who distrust the school system and doubt the practicability of any plan for educating the mass of the people, to bear in mind that it appears from the census of 1840, that in New England and New York, with all their Universities, Colleges and Academies, amply endowed and generously patronized as they are, *twelve-thirteenths of all who attend school are in the common school*;—that in the States farther west, the proportion is still larger, as in Ohio  $\frac{7}{8}$ , and in Michigan  $\frac{8}{9}$ ; and that it is estimated by the best judges that throughout the Union,  $\frac{9}{10}$  of those who are receiving instruction, depend upon the common school for all the systematic instruction they receive,—and it cannot be doubted that for years to come, a similar proportion must be thus instructed, or else grow up in ignorance. Indeed, this doctrine is now settled in the minds of the most intelligent and observing friends of education in the eastern States, that *the common school is the only means by which the great mass of our youth can be educated.*

It may be said, that if the common school system were abandoned, people would be better educated than they now are. From this we must entirely dissent, first because the parents of a majority of our youth are *unable* to educate their children at their own expense, and second, an equally large proportion would be *unwilling* to give them such an education as their own good and the best interests of the State require, even if they had the means in the greatest abundance. Again, it may be said that if education is really valuable, it will be sought and obtained, by those who need it, at any cost;—this also we must deny. When did darkness ever call for light, or ignorance for instruction, or impurity and vice for purity and virtue?

We know of no means by which all the youth of the land can be educated, but by the common school system, by *free schools* which shall

and those of our families at the mercy of an ignorant and besotted populace, and every thing sacred involved in a common ruin.

I hope, too, that our citizens will agree not to make this new movement a party measure, or speak of it even in that light. If the whole interest is to be jeopardized, every time there is a change of any kind in political power, it may as well be given up at once. If there can be no permanent character, no impress of stability given the undertaking, it must fail; for, as I just said, much time will be necessary to bring any thing to maturity. Let, then, all men of all parties unite here in common views, that the undertaking may be put beyond the mercy of our strifes.

## THE MUTUAL DUTIES OF PARENTS AND TEACHERS.

[From a Lecture before the "AMERICAN INSTITUTE OF INSTRUCTION," by D. P. PAGE  
now Principal of N. Y. State Normal School at Albany.]

[CONTINUED FROM LAST NUMBER.]

We are now prepared, in consideration of these *mutual deficiencies*, to enter more particularly into the subject assigned. We shall, for the sake of arrangement, treat of the duties of each party separately, and shall commence with the

### DUTIES OF THE TEACHER.

1. *He should imbue himself with a feeling of the importance of his work.* If he would gain the confidence of his employers, he must be prepared to show to them evidence of a living interest in his profession. But this cannot be shown unless it be deeply felt. In contemplating his duty, the teacher should form elevated conceptions of his sphere of action, and he should aim at nothing less than such an ascendancy over the minds of his pupils, as will enable him to govern, to instruct, and to elevate them as moral beings, as these several acts should be done.

2. *He should seek frequent opportunities of intercourse with the parents.* Though the advances toward this point, by the strict rules of etiquette, it would seem, should be made by the parents themselves — (as by some it is actually and seasonably done) — yet, as a general thing, taking the world as we find it, the teacher must take the lead. He must often introduce himself uninvited to the people among whom he dwells, calling at their homes in the spirit of his vocation, and conversing with them freely about his duty to their children and to themselves. Every parent of course will feel bound to exercise courteous civility in his own house, — and, by such an interview, perhaps a difference of opinion, a prejudice, or a suspicion may be removed, and the foundation of mutual good understanding and cordiality may be laid — if done in a right spirit it certainly will be laid — which many little troubles can never shake. It may be very useful to have an interview with such parents as have been disturbed by some administration of discipline upon members of their families. Let us not be understood, however, to recommend that the teacher should ever go to the parent in a cringing, unmanly spirit. It would probably be far better that the parties should ever remain entire strangers, than that their meeting should necessarily be an occasion of humiliating retraction on the side of the teacher. Neither should the parents ever be allowed to expect, that the teacher always will, as matter of duty, come to their *confessional*. This is not our meaning. But in our opinion the meeting of the parties as men, as gentlemen, as christians, as coadjutors for the child's welfare, will always be attended with good results.

3. *He should be willing to explain all his plans to the parents of his pupils.* If they had implicit confidence in him, and would readily and fully give him all the facilities for carrying forward his designs without explanation, then, perhaps, this direction might not be necessary. But as the world is, he cannot expect spontaneous confidence. They wish to know his designs, — and it is best they should be informed. The readiest way for the teacher to interest them in the business of education, will be freely to converse with them concerning the measures he intends to adopt. If his plans are judicious, he of course can show good reasons why they should be carried into effect; and parents in general, are ready to listen to reason,

when it is directed to the benefit of their children. Many a parent upon the first announcement of a measure in school, has stoutly opposed it, who upon a little conversation with the teacher, would entertain a very different opinion, and ever after would be most ready to countenance and support it.

It seems to us a teacher may *safely encourage inquiry* into all his movements in school. There is an old saying — in our opinion a mischievous one — which enjoins it as a duty upon all, to “*tell no tales out of school.*” We see no objection to the reverse of this. Why may not every thing be told, if told correctly? Would it not do away very much of the existing suspicion already spoken of, if it were understood that there was no *mystery* about the school? Let this be the case, and the teacher would be careful never to do anything, or say anything, which he would not be willing to have related to the parents, or even to be witnessed by them. We would that the walls of our school-rooms were transparent as you look inwards, so that any individual unperceived might view with his own eyes the movements within. We believe there has already been too much mystery within our school-rooms, and the sooner we have daylight the better.

In this connection it may be proper to suggest, that the teacher should encourage the frequent visitation of his school, by the parents of his pupils. When this takes place, let him be exceedingly careful that he does not, in any instance, deviate from his accustomed usages on their account. Let all the recitations and explanations be attended to, all praises and reproofs, all rewards and punishments be as faithfully and punctually dispensed as if no person were present. Such visitations, it is believed, would be highly useful under *such circumstances*. But if the teacher make them the occasions for the exercise, before his school, of ostentation and hypocrisy, then no good results may be expected.\*

4. *The teacher should be frank in all his representations to parents, concerning their children.* This is a point, upon which many teachers most lamentably err. In this, as in every other case, “*honesty is the best policy.*” If an instructor inform a parent during the term, that his son is making rapid progress, or, as the phrase is — “doing very well,” — he excites in him high expectations; and if, at the end of term, it turn out otherwise, the parent, with much justice, may be expected to load him with censure instead of praise. Let a particular answer, and a *true one*, always be given to the inquiry — “How does my son get along?” The parent has a right to know, and a teacher has no right to disguise any of the facts. Sometimes private teachers have feared the loss of a pupil, and have, therefore, used some *indefinite expression*, which, however, the doating parent is usually ready to interpret to his child's advantage. But sooner or later the truth will appear, — and when the teacher is once convicted of misrepresentation in this particular, there is rarely any forgiveness for him. For this reason and for his own love of truth, for his own reputation and for the child's welfare, he should keep nothing back. Tell the whole story plainly and frankly, — and the parent, if he is a gentleman, will thank you for your faithfulness to him; and if he have any sense of justice, he will be ready to co-operate with you for his son's improvement.

The main duties, which the teacher directly owes to the parent, we think we have now noticed. He should study faithfully and feelingly the relations he sustains to his pupils and their friends; he should carefully perform every known duty in its time and after its manner, according to the dictates of his own conscience. Let him do this, and he can be happy in his own mind. Yet, when he has done all he can do, the question of his *success* will depend very much upon the PARENTS OF HIS

\* The question has been started, we are aware — “Should punishments ever be inflicted in the presence of strangers?” We are strongly inclined to the affirmative of this question. If the teacher is known to deviate from his common usages on such occasions, he may always expect more or less idleness and confusion when he has visitors in his room. If, on the other hand, his pupils know where to find him, they will very seldom need reproof or correction before strangers. Something, however, may be said on the other side.



**SCHOLARS.** They must come forward and crown the work, or very much will, after all, be wanting.

Let us, then, devote a few pages to the consideration of the

#### DUTIES OF PARENTS.

On entering this part of the subject, we feel an impulse to speak plainly and feelingly. We have had more than ten years' feeling on this subject, and, if we have not always felt right, we certainly have, at times, felt intensely. It will be difficult in what remains of this address, to define *all* the duties of parents. It will be our object to speak of some, such as most strongly suggest themselves to our mind.

1. *Parents should always reciprocate the attempts of the teacher toward a mutual understanding.* It will discourage the most faithful instructor, if at the outset, he meet with coldness and unconcern. The parents should never forget, that the teacher is their appointed *coadjutor* for the time being, to educate their children,—and as they love their offspring and desire their advantage, so they should be ready to encourage all the advances which he may make toward the better understanding of their wishes and intentions, and the explanation of his plans.

2. *Parents should candidly listen to the plans of the teacher, and, unless they are manifestly wrong, should do all in their power to aid him in the execution of them.* We say *unless they are manifestly wrong*. Many parents suppose, if a teacher's modes and plans are not the *best*, in their opinion the *very best*, they are under no obligation to help them forward. But we say, every teacher may not have the wisdom to devise abstractly the best plans, (for all teachers are not alike), yet most likely such as he will devise, will be the *best for him*. He has taken much time, and after long solicitude and many desires to be useful, he has fixed upon a course—one, which under all the circumstances may seem to *him* the best. Now suppose this course should chance to strike the parents' minds unfavorably; shall they at once abandon the teacher, give up all hopes of benefit from the school, and withdraw their co-operation? Is it not rather their duty, either to suggest a "more excellent way," which they may ever do, if they have a right spirit, or to give their co-operation in carrying out his plans—such as they are? The teacher, be it remembered, is appointed to conduct the school for the time, and unless *his services and his plans*, however inferior they may be, are rendered useful, the youth are, for the time, to be the losers. Parents may be as particular as they please in the choice of their teacher, and in requiring the highest rate of qualifications; but after they have appointed him their *teacher*, they cannot without a breach of contract, withhold from him their co-operation. If they have been imposed upon,—if the incumbent is found to be absolutely incompetent for his office, they may decently dismiss him, and employ another,—but to continue a teacher in office, in whom they have no confidence, and whom they refuse to aid, is a breach of good faith; it is a violation of the axiom that "*two wrongs can never make a right*."

As a general rule, we repeat it, the teacher's own plans will be found decidedly the best for him,—and it is no good policy for parents, upon slight causes, to attempt an obtrusive interference. The right of adopting his own measures, as a general thing, should be conceded to the teacher; and all parents will find their own interest promoted and their children's advancement accelerated, in cheerfully aiding him.

3. *They should thankfully listen to the teacher's faithful account of their children, even if that account be not a flattering one.*—We have before said, that the teacher should be *frank*, always telling the parents the *whole truth, and nothing but the truth*. This must sometimes of itself, be an unpleasant duty. It is self-denying enough for the teacher to make an unfavorable statement demanded by his duty, under the best circumstances,—and the trial is peculiarly severe when the parent receives it with expressions of displeasure, or perhaps, of undisguised reproach. Nothing should deter the teacher, however, from the faithful discharge of this duty,—but we do say, he has a just right to expect cordiality and gratitude on the part of the parent for his faithfulness, whether

his tale be bright or dark,—and the good and wise parent will always exhibit them.

**4. Parents should visit the schools which their children attend.**—Without this, they can have no very correct idea of the state of things in the school-room. Common report concerning the affairs of a school, is not always correct.—By visiting the school, parents can at once see, if the teacher is honest, the comparative standing of their children; they will become more interested in the objects and business of the school, and, what will be of infinite worth both to teacher and pupils, it will convince them all, that the parents have some sense of the importance of the improvement made there. The pupils will be quickened to diligence, and the teacher to activity and faithfulness,—and is not the rate of purchase very low, when the advantage is so great?

**5. Parents should promptly and cheerfully supply the required books and apparatus for the school.** The teacher cannot work without tools; the parent ought not to expect it. If a parent has any doubt about the propriety of a call for a new book, he should at once see the teacher,—but *never* should send an uncivil or angry message by the child. An interview of five minutes may put the matter peaceably at rest, and save both parties much unpleasant feeling. Besides, school books are now less expensive than formerly. The parent in most cases can better *afford* to buy a book, than to spend his time in talk about it. Often the pupil loses more by delay in one week, than the value of the book many times told,—for there is no estimating *improvement* by dollars and cents. We grant, the multiplication and frequent change of school-books are a great and sore evil,—but this at least is not the fault of the instructor; and no good can possibly come of disputing a question with him, which in reality has been settled already by the school committee.

**6. Parents should see that their children are decently clothed, and cleanly in their persons.** This duty belongs mainly to the mother,—and her character may very readily be seen, as reflected in the persons of her children. The teacher has a right to expect of the parents a faithful performance of this duty. He ought not to be insulted with filthiness, and surely he need not, so long as soft water falls in rich abundance from the heavens,—and a pair of scissors and a comb are possessed by every family. He can have no heart to come in contact with pupils, who are sometimes so sadly neglected in this particular. This point however is so obvious, that we need not waste words upon it.

**7. Parents are bound to secure the constant attendance of their children.** This is no trifling article of their duty. Perhaps there is no one thing to be named, which contributes so largely to the perplexities of the teacher and to the injury of our public schools, as *irregular attendance*. Downright sickness of the child is a good excuse for absence from school,—and perhaps we may add, in some instances, illness in the family. But beyond these, it seems to us there can be no good reason for keeping a scholar from his school.

It is heart-sickening to witness for what trifling causes many of the children are kept away from our schools. Frequently it happens, that some unimportant errand, as trifling—if we may be allowed to be specific—as the purchase of a *cent's worth of yeast*, is made the occasion of a half day's absence from school—an injury done to the child's mind, which cannot be estimated in *dollars and cents*. Who can compute the amount of idle habits of study, having their foundations in that indifference to education, which, for some trifling *errand* amounting, perhaps, to the value of a *dime*—oftener, however, to less than a cent, permits the child to be away from his class, and thus practically teaches him to consider his school as a very *cheap affair*.

Every school, if the teacher would lay out his strength to advantage, should, to a considerable extent, be classified. His mind, as far

as practicable, must act upon *masses of mind*. But irregularity of attendance is most ruinous to classification. A scholar, by being absent *one half* the time, it may be demonstrated, is, to all the intents and purposes of the school, absent *all the time*. One day he is absent, and of course, loses all that day's lessons; the next day he is present, but is still deficient in his lessons, because, as he says to his teacher, "I was absent yesterday, and not knowing where to study, I have not studied at all!" Again he is absent—again he is present; the same result follows, and at the week's end he has learned nothing as it should be learned. Such is the effect upon the *pupil himself*.

But the difficulty is not now half told. He is a member of the school—the teacher must consider him such; and as the parents of *such* pupils often make fair promises for the future, the teacher feels bound, if possible, to *keep him along* with his class. To effect this, the class must be often *put back* on his account, which operates as a severe discouragement to them. Sometimes the instructor is obliged to devote particular attention to this scholar singly, by which the other pupils are robbed of the proportion of his time which is their due, and they are obliged to suffer an injury the most of all unpleasant,—for when scholars, who are always at their post, have learned their lessons well, it is cruel in the last degree, that they should be deprived of the pleasure of showing their faithfulness—the pleasure of a good recitation.

Nor is this all. The teacher—the unthought of teacher is not made of iron or brass. His patience being so frequently, so thoughtlessly, and so unnecessarily taxed, and his best efforts being so ill requited, he may—unless he is superhuman, he certainly must—relax his exertions. He will find it next to impossible for a series of weeks or months, after having labored faithfully without success, to maintain his interest and efficiency under all the discouraging circumstances of the case. As soon as his spirits flag, the whole school will imperceptibly catch the feeling, and they all are the sufferers. This is not an extreme case; it is not a fancy picture; it is not speculation. It is *HISTORY!* and I am sorry to be obliged to add, *it is the exact history of most of our public schools!*

Can any wonder, then, that we should *earnestly* urge, that parents should co-operate with the teacher in this particular? And shall it ever be, that for some trifling "*errand*,"—(we have often wished the word were "*expunged*" from our language,) which, by early rising, might as well be done long before school hours; or for some pretext originating in the imbecility or lack of forethought of our children's natural guardians—*must it ever be*, that the teacher's life shall be a life of perplexity, and the design of our public school system be so far frustrated?

What has been said of *irregular attendance* will apply with equal force to *want of punctuality* to the hour of opening the school. The reasons for tardiness, if possible, are often more futile than those for entire absence. The effects upon the school are nearly the same; for the current proverb, "*better late than never*," will hardly hold in this

case. But the effects of tardiness are most disastrous upon the child. He is allowed to be his own teacher of a most deleterious lesson. Let it never be forgotten, *it is just as easy to be strictly punctual* as otherwise; and the parent, who will not lay the foundation of a habit so valuable in a child, when it can be done without cost, *deserves not the privilege of being a parent!* He betrays his trust; he *injures* his own child!

8. *Parents should be slow in condemning the teacher for supposed faults.* This is a point on which many are very apt to act wrong. Too often is it the case, that a teacher is tried, condemned and *publicly executed*, without even a hearing. Some troublesome, precocious youth, who has, it may be very justly, received some proportionate reward for his dark deeds, determines on revenge. He immediately *tells his story* to any who will hear it. If his parents are inconsiderate, and encourage him to go on, he is tempted to overreach the truth on the one hand, and to stop short of it on the other, till he succeeds in having the combustible materials around him lighted into a flame. Such a fire is seldom kindled without most severely scathing somebody; and it *sometimes happens*, that those most burned, are they who apply the match and fan the flame.

The truth is, few parents are capable of judging at the first blush upon the merits of a case, which they have not witnessed. They have strong partialities in favor of the complainant; and then they have but very inadequate views of the difficulties, the untold and untellable difficulties, with which the teacher must daily contend.

We undertake to say, that parents often expect more of a teacher, than he can possibly accomplish. They expect him to advance their children in learning, without making the proper allowance for the difference of abilities which his pupils possess. Every parent *wishes* his son to be foremost in improvement, and he expects it, *because* he wishes it. At the same time he expects the school to be a perfect pattern of good order, *because in his family*, where, perhaps, he has but one child, he has never known any insurmountable outrage. He forgets, that probably fifty other parents are expecting for their children, as much as he for his,—and that the teacher is laboring in laudable ambition to do faithfully, *all* that can be expected of him, with some *three or four scores* of individuals, whose tempers and capacities and habits are as different as their countenances.

In judging of the teacher's government, the parent commonly compares it with his own family discipline,—because the family is the only community with which he is acquainted, at all analogous to the school. He forgets, perhaps, his own recent fit of impatience, even among his little circle of some half a dozen; and wonders at the unrestrained and unrestrainable temper of the schoolmaster, who, it is said, was not quite self-possessed in his school of a hundred.

But the analogy does not hold between the family and the school. The *parent* has authority in the premises, from which, to all intents, there is no appeal; and his children know it. He has several rooms at his command for solitary confinement, or for solitary reproof and reasoning. He has sole command of the "*staff of life*" in his community, which he can deal out in measured quantities, with water, to be taken alone, or he can withhold it altogether till submission is *quietly* yielded!—Moreover, he has the advantage of knowing perfectly, the disposition of each subject of his authority, and may always proceed advisedly in the adaptation of his discipline. He has ample leisure for the purpose; for, if his *business* be pressing during the day, he can postpone the whole matter till the calm and silent hour of evening, when, unexcited and undisturbed, he may pursue his steady purpose. With all these advantages it would be strange, if a *parent* could not govern his own household well, and that, too, *without much resort to the rod*. The parent may well wonder at himself, if he have not good discipline.

But the case is not thus with the *teacher*. His authority in these latter days, is somewhat questionable. He usually has but one room for his use, and that one often too small even for the pursuit of the more quiet duties of the school. He has no prison,—and if he had, he has no authority to confine beyond his usual school hours.

He has no "bread and water" to dispense or to withhold. He cannot, unless his discernment is supernatural, have a perfect knowledge of the disposition of each pupil, and hence he is, from the nature of the case, liable to misjudgment in the adaptation of his means. He has no leisure. He must work all the time; for his reputation depends upon his success in *teaching*. *He is expected to advance each pupil daily.* He has not the time to adjust all his measures by deliberate reflection. He cannot always put off the case. His community probably may need the immediate check his punishment will give,—and if he should neglect to work the pump, the ship would probably sink, and bury him and his in the waves of insufferable confusion.

Consider well the life of the teacher. He must apply himself constantly, and often to numberless things at the same time. We have been told, I know, that the teacher "should never do but *one thing* at the same time." But this is impossible. Two things he must always do at once; he must *govern* and *instruct*. He never can do the latter without having his mind on the former. It is this double attention which makes his life a weary one. He might *govern* with comparative ease, if his duty ended there. The *instruction* would be delightful, if that could be pursued alone. But they must go together. With respect to the one, not a mistake must pass unnoticed. Every error in declension or conjugation, in orthography or calculation, in matter or manner, must be detected and set right;—and at the *same time*, the stolen whisper must be heard, the clandestine plaything must be captured, the incipient plot must be discovered, the arch trick must be anticipated, the idler must be watched, the wayward reprov'd and set right, and the stubborn and the impudent—the coarse and the turbulent must be subdued. All these things must go together; *they cannot be separated*. Then, in ordinary schools, unforeseen perplexities will arise. One boy has lost his book; another has left his at home; another makes a clamorous complaint of some injury done him by his next neighbor; a fourth is too warm and opens the window; a fifth is too cold and immediately shuts it, or applies to the teacher for liberty to do so. Add to these the perplexities occasioned by late attendance and frequent absence to which we have before referred, and many other things literally "*too numerous to mention*," and who can wonder, that the teacher should sometimes be a little in doubt as to the *best mode of procedure* in his discipline?

We name not these things to complain of our lot as a teacher. *That after all is the profession of our choice.* But we name them to show *why* the parent *should be slow in condemning the teacher for supposed faults.* It seems to us, if parents would but *reflect*, they would be exceedingly slow to decide against the instructor without a hearing, "*as the manner of some is.*"

9. *When the teacher is known to be wrong, parents should possess a forgiving spirit.* It is a duty enjoined by the Great Teacher, that we should *love our enemies*, and that we should forgive their *trespasses* as we hope to be forgiven. But how rarely is there any such thing as forgiveness for the faults of a teacher. "*He has done wrong — turn him out,*" is the gratuitous decision of almost all who have any cause of complaint against the schoolmaster. Is he their *enemy*? then they should forgive. But he is not their enemy. In nine cases out of ten, he has erred in the midst of well-meaning; he has erred because he was perplexed beyond the sustaining power of humanity! Surely then he deserves your compassion rather than your rebuke. Show to him the kind spirit, give to him the support he needs, second his reproofs, if need be, his punishments, give no countenance to the offending and offended pupil, no occasion for others to expect your sympathy if they offend and find the way of the transgressor is hard,—and you do that for the teacher, which he has a right, as your fellow-citizen and your fellow-christian, to expect from you, and that for the school which its best interest demands.

We add but one thing more. *Parents should give to teachers their sympathy.*—

Some parents, ready to meet and defray the requisite expenses of their children's tuition, ready to co-operate with the teacher in all laudable plans and aims for the welfare of his pupils, are still lamentably deficient in this one christian grace and virtue. They seem to have no conception that he has wants like other men, that time with its free use and unfettered enjoyment is also to him a blessed commodity; that confinement within the four walls of a school-room, month after month, does not necessarily leave him no tastes beyond. They seem not to realize, that the teacher has nerves that need relaxation, languid pulses to be revived, and wasting strength to be renewed; and they can, and not unfrequently do, *grudge* the limited vacations, which are absolutely necessary to recruit his crippled energies and exhausted body. We repeat it, we claim the sympathy, the spontaneous, grateful sympathy of the parents, sympathy for the perplexities, the toils, the nameless trials that overtask the mind, unnerve the frame, and wear down the strength of the studious, faithful, devoted teacher.

There is something cheering and animating in the cordiality of soul, which it is in the parent's power to exercise toward the instructor. If they have not the time for the visitation of the school, or the supposed qualifications for the examination of their children in their studies, they certainly have it in their power to do much to make the teacher's life a pleasanter one; they can give to him some tokens of kindly interest in his success, and of a willingness to cheer him along his toilsome way. And let the teacher see that his labors are appreciated, his duties and difficulties properly estimated, his plans cordially acquiesced in and promoted, his acts candidly judged, *his faults*, (and it will be very wonderful after all if he have not many of these), fairly considered and heartily overlooked — and he would be an ungrateful, soulless piece of humanity, who would not be willing to devote his strength to the last remnant of energy, to requite the confidence, and answer the just expectations of those for whom he labors.

Let parents give their sympathy and co-operation to the teachers of their children, and the profession would soon be filled with devoted and talented men, who would be willing to *live* and *die* in their work; and when from their last pillow they should cast back a lingering look to the scene of their labors, the *roses* would *amply conceal the sharpest thorns*.

#### NOTICES OF BOOKS, &c.

The following books have been presented to us for examination. We have space only to mention their titles, and the names of their Authors and Publishers: —

WILSON'S HISTORY OF THE UNITED STATES. Published by C. Bartlett, New York, 1846.  
ARNOLD'S FIRST AND SECOND LATIN BOOK, AND LATIN PROSE COMPOSITION. D. Appleton & Co., New York, 1846.

BULLIONS' GREEK READER. Pratt, Woodford & Co., New York, 1846.

A NEW PRACTICAL AND THEORETICAL ARITHMETIC, by H. N. Robinson, A. M. Cincinnati: E. Morgan & Co.

A PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE, by Noble Butler, A. M. Louisville, Ky. : Morton & Griswold, 1846.

ROBINSON'S THEORETICAL AND PRACTICAL ALGEBRA. Cincinnati: J. Ernst, 1846.

THE READER'S MANUAL, AND READER'S GUIDE. By John Hall. Hartford: Robins & Smith.

A UNIVERSAL KEY to the science of ALGEBRA. By H. N. Robinson. Cincinnati: E. Morgan & Co.

THE NORMAL TEACHER. By Albert Pickett, Sen., and John W. Pickett, M. D. L.L. D. Cincinnati: J. Ernst, 1846.

GOODEICH'S NATIONAL GEOGRAPHY. Huntington & Savage, New York, 1846.

THE WESTERN PRACTICAL ARITHMETIC, AND A KEY TO THE SAME. By John L. Talbot. Cincinnati: E. Morgan & Co., 1846.

SMITH'S FIRST BOOK IN GEOGRAPHY. New York: Paine & Burgess, 1846.

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## SCHOOL DIRECTORS.

THE Boards of School Directors in this State are now organized for the ensuing school year. The newly appointed members have been inducted into office in accordance with that section of the School Laws which provides "that Directors shall, within ten days after their election, meet and take an oath or affirmation of office, faithfully to discharge the duties of the office to which they shall have been elected, and, to the best of their ability promote the true interests of education in their respective districts."

By the law of the State, the general interests and the immediate supervision of the common schools, is entrusted to them. They are not merely the *Trustees* or guardians, but the *Directors* of these schools. They are to decide what shall be the character of the schools and the instruction given in them, and establish rules and regulations for their government.

Let us then briefly consider, first, the responsibilities, and second, the duties of this corps of 27,000 officers, employed in the administration of our school system, and posted on duty in each of the 9,000 school districts.

### THEIR RESPONSIBILITIES.

These may be viewed in several points of light. They are entrusted with the disbursement of the School Fund, amounting to more than \$287,000; and to this the amount which will be raised by tax in the several districts, and the necessary expenses of repairs of school houses, fuel and the board of Teachers, and we shall have the sum of *five or six hundred thousand dollars*, as the amount of the *pecuniary* responsibility entrusted to them.

2. To them is committed the supervision of the intellectual and moral culture of the 692,000 children and youth in the State who depend for all their systematic education, in literature and science, if not in morals, on the common school. And here it is to be borne in mind, that of these 692,000 youth, one sixteenth, or 43,000, are to attend school during the coming year for the *first time*,—that the *first* impression upon their minds in relation to all the *ends* and *means* of education is to be made by the Teachers whom these Directors shall select and employ; and that this impression, whether favorable or unfavorable, will most probably be as lasting as the mind itself. Again, it should be remembered that an equal number, (43,000), will during this year attend school for the *last time*, and that at its close, they will go forth with what of knowledge and mental culture they may have acquired, to engage in the active duties of life; and, that of this

number some 20,000 are to come into full possession of the right of suffrage, so generally regarded as the highest gift which any government, in the highest state of civilization, can confer on its subjects.

#### THEIR DUTIES.

1. *They are to see that suitable School-Houses are erected or prepared for the accommodation of the school*; to see that they are supplied with the furniture and conveniences necessary; that they are clean, wholesome and commodious within, properly warmed and ventilated, and that they are neat and inviting without, not repulsive and odious.

2. *They are to select and secure competent Teachers*, persons who are acquainted with their employment, and who respect it as an honorable calling; not those who resort to it for the sake of compensation alone, or from the want of other employment, but those who delight in it—who prefer it to any other occupation whatever. In order to secure the services of such, they are to see that they are properly paid for their labors, not hired for the smallest possible pittance, but rewarded so that they shall feel that their services are valued—that something, aye, much is expected from them. It is the poorest policy imaginable, to cheapen a competent laborer in any employment. Nothing has a more unfavorable effect upon the spirit and the energies of an individual, than the conviction that his services are lightly esteemed. What should we think of the man who should expect to employ a West or a Reynolds to paint his portrait for twenty-five cents, or of the Congress which should vote to a Chantry or a Powers twenty-five dollars for a statue designed for the Rotunda?

3. *It is their duty to superintend all the interests of the schools*; to visit them frequently, if not statedly, so frequently that neither teacher nor pupils shall have any reason to expect that a day, much less a week, shall pass without a visit from some one of them.

4. *It is theirs to give character and dignity to the schools*,—that character which they must possess in order to answer the purposes for which they are intended. Do any enquire how this may be done? After they have seen that the school-house is prepared for the opening of the school, that proper fuel has been provided, and a competent teacher employed; on the morning appointed for the term to commence, instead of allowing the teacher to go unattended to the school-house, let the Directors, together with as many of the parents as can be induced to go, repair with the teacher to the school-room,—at the proper hour let the Chairman of the Board call the school to order,—after alluding to the appointment of himself and his associates to the office they hold, let him specify the duties incumbent on them,—state that they have employed a teacher,—enumerate the objects they have in view in sustaining a school—the objects at which the pupils who attend should aim—the principles by which it is to be governed—what they expect of the teacher—what of the scholars—that they hold every scholar responsible for good behavior, for the improvement of his time, not only to the teacher, but to them—that if any attend



school for any other purpose than that of improvement, it is their duty to see that they reform, or else dismiss them from the school—show them that an act of disrespect to the teacher whom they have employed is a token of disrespect to *them*, and to the District who have appointed them, and that so long as the teacher remains in the school by their authority, it will be so regarded.

After these or similar views have been presented, let the teacher be introduced to the school, (who, if thought proper, may rise in token of respect;) he may then present such remarks as he deems appropriate, to the Directors, parents and pupils; and afterward proceed to form the classes and organize the school *in the presence of the Directors*, who should remain during the forenoon session.

Some may smile at the formalities here described, and think them useless, or at least uncalled for. But a similar course is invariably pursued in higher schools and colleges, and it has been frequently adopted at the opening of the public or common schools in many of our larger villages and cities. What recently appointed President or Professor in any College ever walked unattended into the chapel at the ringing of the bell, and called on the students to be seated, announcing that he had been appointed their instructor? Would any college officer, who should do it, be received otherwise than with a hiss or a smile of derision?

If, then, something of ceremony, or at least of propriety and decency is appropriate in higher institutions, why not in the *People's College*? Can any doubt that it would do much toward giving *character and dignity* to the school—that it would give respectability to the teacher, and establish his authority on a basis not easily shaken—that it would do much toward restraining that class of scholars who make most of the disturbance in school—that it would do more toward preventing all the various mischiefs common in the school-room than any single thing could do?

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## SCHOOL EXAMINERS.

By the School Laws the County Examiners are made the judges of the moral and intellectual character of those who propose to teach,—on them therefore more than on any other class of persons, will depend the qualifications, both mental and moral, of those who instruct our youth. If they insist on a high standard of qualifications, it will have a direct tendency to elevate the character of all who teach. We would respectfully suggest to them the importance of requiring in all candidates for the office, in addition to an unexceptionable moral character, a thorough acquaintance with all the branches they are to teach, and especially with the elementary studies. They should be qualified, not merely to *hear recitations* in the several studies, but to *teach* them; that is, to communicate instruction in them in a systematic and intelligible manner, even if there were no text books in school. Too much of thoroughness, in every department of study, cannot be required.

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## TEACHERS OF COMMON SCHOOLS.

As one engaged in the same employment, and feeling a deep interest in your success, we would address a word to you. We feel that on the 12,000 persons who will be employed in teaching common schools the coming year, is resting an amount of responsibility, which is seldom properly appreciated. To you will be entrusted, for a longer or shorter period, the formation of the minds and the morals of 692,000 of the youth of Ohio.

What they become under your instruction and guardianship, they will, to a considerable extent, remain through life. You therefore have in your hands the formation of the characters of those who are soon to constitute the people of this State, to enact as well as obey the laws, and to give it character at home and abroad. What a momentous responsibility then is yours! How important is it, that you be prepared to discharge all your duties before your own consciences, and the higher tribunal of Him who bestowed the capabilities for usefulness you possess!

The time has passed when either ignorance or inefficiency can teach with acceptance, as they never could with success. The only course for those who intend to teach in any station whatever, is to prepare themselves fully for the work,—to adopt and firmly fix their principles of action—to obtain and maintain that high moral and intellectual character which becomes the employment, and which if it is not now, will soon be required of all who engage in the profession.

The work of moral culture and elevation above named, must be performed in the recesses of your own souls, and should be nothing short of a subjection of all your voluntary powers to the will of Him who gave them, and a dedication of all your energies to the promotion of his glory and the well-being of mankind. As an aid in obtaining that intellectual character so essential to your success, the following suggestions may be of service to any one who aspires to the high office of Teacher:—

1. He should acquire a thorough knowledge of all the branches he expects to teach, and more particularly, of the elementary branches. There is, almost universally, among teachers, a lack of thorough acquaintance with these branches, and a disposition to pass over them as easily as possible. This, every good teacher, and indeed every sensible man, knows to be entirely wrong. No teacher can be too familiar with the principles of Reading, Orthography, English Grammar, Geography, and Arithmetic; and the sooner School Examiners and Directors regard a familiarity with these as an indispensable requisite in the teacher, the better will it be for our schools.

2. To a knowledge of these, the teacher should add an acquaintance with as many of the sciences, or higher departments of science, as his circumstances will permit, and this, too, if he aims no higher than the district school. To all the younger pupils, the teacher is the fountain of knowledge—to him, rather than to the book, do they look for instruction. Many of the facts of Geometry are far more intelligible and in-

structing to young minds, than the first lessons of Arithmetic—many of the facts and incidents of History, than the *terms* and *definitions* of Geography. His instructions and illustrations, if well-timed, unlike the oft-read lessons of their books, have always the charm of novelty, and it is his high privilege to bring forth from his own well-stored mind, lessons of wisdom, which are always eagerly and gratefully received.

3. The teacher should be familiar with some of the excellent works on education and the science of teaching, which have been published in this and other countries. Among these may be mentioned Palmer's "Teachers' Manual," "The School and School-Master," "Abbot's Teacher," "The Teacher Taught," "Hall's Lectures," "Smith's History of Education," and others named in the third number of the Journal. With such works the teacher cannot be too familiar—he should read and study them before entering upon his duties; indeed he should no more think of *teaching* without reading them, than the lawyer would expect to *practice* before reading Blackstone and Kent, or the physician while a stranger to Bell and Eberle.

4. As, in addition to his standard *elementary* works, the lawyer has his Reporter and Journal; the physician his Journal, Medical and Surgical; the Divine his Repositories and Reviews; and the artist his record of recent inventions and discoveries; so the teacher, that he may know what improvements are making in his profession, should be a regular reader of some of the valuable Educational Periodicals now published, a list of which will be found in this number.

#### PERIODICALS DEVOTED TO EDUCATION.

WHEN this Journal was commenced, there were in the Union four Periodicals devoted to the promotion of education;—the "Common School Journal," edited by Hon. H. MANN, and published semi-monthly, at Boston, Mass., by Wm. B. Fowle, at \$1,00 per annum;—the "N. Y. District School Journal," published monthly in Albany, at fifty cents per annum;—the "Journal of the Rhode Island Institute of Instruction," edited by Hon. H. BARNARD, and published in Providence, at fifty cents per annum; and the "Teacher's Advocate," published weekly in Syracuse, N. Y., at \$2,00 per annum.

Since the first of July, the publication of the following papers, devoted wholly or in part to the cause of education, has been commenced. The "Essex County Constellation," published weekly by John S. Foster in Newburyport, Mass., at \$1,50 per annum;—the "Michigan School Journal," edited by M. M. Baldwin and T. S. Myrick, to be published semi-monthly after the 1st of January, 1847, in Jackson, Mich., at \$1,00 per year;—the "Common School Advocate," edited by H. F. West, and published semi-monthly in Indianapolis, Ia., at \$1,00 per year; and "The Student and Young Tutor," edited by J. S. Denman, and published monthly in New York, at fifty cents per year.

What other papers may have been commenced, which have not been forwarded to us, we have no means of knowing.

## STATISTICS COMPILED FROM

STATES.	Total population.	Rank ac. to total population.	No. of STUDENTS.			
			In Colleges, &c.	In Academies, &c.	In Common Schools.	Total.
Maine,.....	501,793	13	266	8,477	164,477	173,220
N. Hampshire	284,574	22	433	5,799	83,632	89,864
Massachusetts	737,699	8	769	16,746	160,257	177,772
Rhode Island,	108,830	24	324	3,664	17,355	21,343
Connecticut,...	309,976	20	832	4,865	65,739	71,436
Vermont,....	291,948	21	233	4,113	82,817	87,163
New York,...	2,428,921	1	1,285	34,715	502,867	538,377
New Jersey,...	373,306	18	443	3,027	52,583	56,053
Pennsylvania,	1,724,033	2	2,034	15,970	179,989	197,993
Delaware,...	78,085	28	23	764	6,924	7,711
Maryland,...	469,232	15	813	4,178	16,982	21,973
Virginia,....	1,239,797	4	1,097	11,083	35,331	47,511
N. Carolina,...	753,419	7	158	4,398	14,937	19,493
S. Carolina,...	594,398	11	168	4,326	12,520	17,014
Georgia,....	691,392	9	622	7,878	15,561	24,061
Alabama,....	560,756	12	152	5,018	16,243	21,413
Mississippi,...	375,651	17	454	2,553	8,236	11,243
Louisiana,...	352,411	19	980	1,995	3,573	6,557
Tennessee,...	829,210	5	492	5,539	25,090	31,121
Kentucky,...	779,828	6	1,419	4,908	24,641	30,966
Ohio,.....	1,519,467	3	1,717	4,310	218,609	224,636
Indiana,....	685,866	10	322	2,946	48,189	51,457
Illinois,....	476,183	14	311	1,967	34,876	37,154
Missouri,....	383,702	16	495	1,926	16,788	19,209
Arkansas,...	97,574	25		300	2,614	2,914
Michigan,...	212,267	23	158	485	29,701	30,344
Dis. Columbia	43,712	27	224	1,389	851	2,464
Total, 27	16,934,032		16,228	163,347	1,840,882	2,020,462

A considerable portion of the table above is copied from one given in the Report of Hon. H. BARNARD. We commend the facts it presents to the careful study and consideration of teachers, and of all interested in the cause of education. From this, it may be readily seen how important to the State are its Common Schools. No matter how thorough and efficient the course of instruction may be in the eighteen Colleges and Universities of the State; they educate only *one* in *one hundred and thirty* of those attending school. Nor does it matter how high may be the character of the seventy-three Academies and Grammar Schools which we boast; they instruct only *one* in *fifty-three* of those receiving instruction, leaving *thirty-six thirty-sevenths* of the whole number dependent entirely on the Common School.

## THE CENSUS OF 1840.

STATES.	Prop. of population in schools.	Rank of State according to No. in schools.	Proportion in Comm'n Schools.	Rank according to size of territory.	No. of inhabitants to the square mile.	Rank as to inc'ase from 1830 to 1840.
Maine, .....	1 in 3	1	19-20	17	15.3	13
New Hampshire, ....	1 " 3	2	13-14	21	29.9	20
Massachusetts, .....	1 " 4	4	10-11	23	98.3	15
Rhode Island, .....	1 " 5	7	4-5	26	81.2	18
Connecticut, .....	1 " 4	5	11-12	24	65.0	22
Vermont, .....	1 " 3	3	19-20	20	28.6	23
New York, .....	1 " 4	6	14-15	9	52.7	12
New Jersey, .....	1 " 6	8	15-16	22	44.8	16
Pennsylvania, .....	1 " 8	11	9-10	12	39.1	11
Delaware, .....	1 " 10	12	8-9	25	36.8	27
Maryland, .....	1 " 21	16	3-4	19	33.6	21
Virginia, .....	1 " 26	18	2-3	1	19.3	24
North Carolina, ....	1 " 38	25	3-4	8	15.7	26
South Carolina, ....	1 " 34	24	2-3	16	21.2	25
Georgia, .....	1 " 28	21	2-3	3	11.1	10
Alabama, .....	1 " 27	20	3-4	10	12.8	7
Mississippi, .....	1 " 33	22	3-4	11	8.1	4
Louisiana, .....	1 " 53	26	1-2	7	7.3	8
Tennessee, .....	1 " 26	19	4-5	14	20.7	14
Kentucky, .....	1 " 25	17	4-5	13	18.5	17
Ohio, .....	1 " 6	9	36-37	15	38.8	9
Indiana, .....	1 " 13	14	15-16	16	18.5	6
Illinois, .....	1 " 12	13	15-16	6	9.1	3
Missouri, .....	1 " 20	15	7-8	2	6.	5
Arkansas, .....	1 " 33	23	8-9	5	1.7	2
Michigan, .....	1 " 7	10	46-47	4	3.5	1
District of Columbia,	1 " 18		1-2		437.1	19
					13	

[FOR THE OHIO SCHOOL JOURNAL.]

## THE TEACHER'S MISSION.

## NUMBER I.

In taking a comprehensive view of any important mission, several distinct inquiries naturally suggest themselves, as—What is the character of the power sending it? To whom is it sent? The nature of the mission? The qualifications necessary to fit a person for it? Applying these points to the Teacher's Mission, we inquire, in the first place, *What is the character of the power sending it?* In some transatlantic monarchies his permission to teach is a royal gift, and in a large portion of our own country, similar permission, with various restrictions and modifications, is granted by agents in whom is vested

the proper legal authority. His commission thus receives the sanction of the powers that be. This is well—human governments *should* ever foster and guard the best interests of the people,—how far soever most of them have fallen short of this their legitimate object,—and their sanction can hardly be more deservedly and righteously added, than to give efficiency and authority to the teacher's mission, by their seal upon his credentials.

But the true Teacher claims a higher commission than that granted by any earthly power or potentate. If impelled to enter this employment from motives of benevolence, from a sincere desire to promote the well-being of his race, he looks abroad and beholds how much of human vice and suffering is the legitimate fruit of ignorance—how many are literally “perishing for lack of knowledge”—and how few there are who are willing to devote themselves heart and hand to the work; in imagination, he exchanges places with them and feels their wants and woes—he looks around him to see if there is no one to pity—no friendly hand extended for his relief—and then he hears his commission from Him “who spake as never man spake,”—“As ye would that men should do to you, do ye also to them likewise.”

Though this authority bears no external signature or seal—yet it is stamped on the conscience with the broad seal of Heaven—and who will gainsay it? Higher sanction there need not—cannot be.

In the second place we inquire—*To whom is the message directed?* When an ambassador is sent from one country to another, his message is to the sovereign power alone—with aught subordinate he has nothing to do. Not so with the teacher's mission. It is true, it includes rulers and legislators, for their co-operation is requisite to crown his labors with complete success; but not these chiefly, much less solely. It also includes men of talent, of standing and influence, for their aid is needed in accomplishing his work; and especially parents who are to be his coadjutors in an eminent degree in fulfilling his designs. But it is to the young and the ignorant, primarily and pre-eminently, that his mission is directed. All else is subordinate to this great end.

Not to any one class of the community then does his commission restrict him,—but the old and young, the high and low, the learned and the ignorant, the virtuous and the vicious, all classes and conditions of men—are interested more or less deeply in his message, concerning, as it does, themselves, their offspring, the community, their country, the world; and to all must he bear it and press its claims, not forgetting that all others are only subservient to the ultimate object of his mission—the young.

#### IMPORTANCE OF EDUCATION TO THE PEOPLE OF OHIO.

[From the Report of the State Superintendent of Common Schools for 1845.]

This is a topic which commends itself to every genuine heart. Whilst it is rich with humanity—the purest religion and patriotism—it also occupies a summit far above the hazy atmosphere of party or sect. It affords a common altar, around which may gather, and from which may ascend the pure incense of all classes and conditions

of men. Its manifold blessings are inscribed in brilliant characters upon every page which records the advancement of man in all that constitutes his real glory. We all admit its importance, yield only to religion a supremacy of claim, profess that liberty without it is no boon, and life a burthen. As citizens of Ohio, we are pledged to the subject and cause of education, by the declaration and acts of our fathers. In the third act of the ordinance of 1787, is the sentiment, "religion, morality and knowledge being necessary to good government, schools and the means of education shall forever be encouraged." This declaration is re-affirmed in our bill of rights, "but religion, morality and knowledge being essentially necessary to good government, and the happiness of mankind, *schools and the means of education* shall forever be encouraged by legislative provision, not inconsistent with the rights of conscience."

Our venerable sires, with their characteristic wisdom, regarded "schools and the means of education," as the proper basis upon which could securely stand the pillars of good government. Our practice exhibits that we have preferred another foundation, in canals, turnpikes and railroads. They contemplated person with its unalienable rights, as the highest object of care, and government as the invisible manifestation of enlightened minds and cultivated hearts. We have made property the absorbing interest, and its protection and advancement the chief end of legislation. Their broad eye compassed the wants of all. Our restricted vision has embraced the few. As the result of an abandonment of their benevolent purposes, and an apostacy, in practice, from our faith, there are now between 40 and 50,000 citizens of Ohio, over 20 years of age, who can neither read nor write, (12,000 of whom, at least, are exercising all the privileges and rights of freemen,) and not less than 150,000 children, between the ages of 4 and 20, entirely illiterate. Were there as many thousands in our midst who, through poverty or imbecility, should pass their lives without any improvement of their vital powers; who should, in the language of Scripture, "have eyes, but see not, ears, but hear not," their senses all torpid, their limbs feeble, nerveless, incapable of muscular movement, all but lifeless, and yet alive; what should we think of such existence, such being? No civilized beings could act so, no savages would be capable of such fatuity and madness. "And yet that which, in debasement, if done to the body, surpasses even our imagination, is done, by individuals and community, and permitted to be done, by civilized governments — by ourselves, under the full blaze of christianity — to the immortal mind, to those lofty capacities which, in their nature and destiny, as far exceed the physical powers, as mind excels matter — spirit, clay — heaven, earth."

We liberally patronize institutions for the blind, and deaf and dumb, and would that we were more distinguished for such benevolence; but who so blind as they who walk amidst the teeming wonders of the universe of God, and yet cannot scan, intelligently, one of those myriad objects spread out by the hand of Providence for the en-

tainment of immortal powers? Who so mute as they, who, like the fabled Tantalus, ever in view of the overflowing cup, are doomed to perpetual disappointment, and whose lofty capacities are shrouded in a mantle as dark as midnight? To those that recognize that sentiment, to which the true patriot's heart most joyously consents — the capability of man for self-government — the great number of the uneducated ought to furnish matter for grave reflection. To the subject of a despotism, ignorance is bliss, but knowledge is the life-blood of a sovereign people. Said a distinguished philosopher, "to send an uneducated child into the world, is to defraud community of a benefactor, and bequeath them a nuisance;" and said a no less distinguished politician of our country, "a well instructed people alone can be a prematurely free people."

This is the practical question to be solved: Shall the vast multitudes of youth in our land, our kindred in blood, and the inheritance of liberty now sunk in ignorance, be supplied with those means of education by which they shall be elevated to the dignity of American freemen — their moral and intellectual nature be fully developed — their varied relations and responsibilities be fully appreciated and honorably discharged — or shall they be cast off from our sympathies and communion, and left to grovel in moral and mental debasement — possessing no check for the fury of passion, no control over raging appetites — no guard against the power of temptation — no conscience alive to the power and influence of truth, and no guide to present duty or eternal destiny. With this alternative, no one can mistake the path of duty. Economy, policy, safety, honor, all concur in pressing the admonition of Jefferson, "make a crusade against ignorance, establish and improve the law for educating the people." Better to shut out the light from their eyes, the air from their lungs, or seal the fountains of water and fire, than to rob them of those moral and intellectual elements which alone can qualify them for the high position of freemen. Far better to pay taxes which will rise like vapors to descend in refreshing showers, than to build jails, penitentiaries and alms-houses, to relieve wretchedness and punish crime, which a wholesome education might have prevented.

There is no truth better established by the providence of God, and the history of our world, than this — that all legislation which recognizes the equality of man, protects him from the oppression of selfishness and unjust power, and encourages the development of the noblest powers with which God has endowed him, will be crowned with the highest results of peace, happiness and prosperity; whilst every system of policy, marked by partiality and injustice, and calculated to repress the generous aspirings of humanity, will be visited by a fearful retribution of tribulation and wrath.

Respectfully submitted, SAMUEL GALLOWAY, *Sec. of State.*



**NECESSITY OF PUBLIC OR COMMON SCHOOLS.**

[From an Address by Hon. SAMUEL LEWIS, late Superintendent of Common Schools.]

It is now admitted, that no nation can be free and remain so, unless the whole people are intelligent and moral, in other words, have a good, sound, Christian education ; for let it be remembered that we are a Christian people, as well as a republican people, and the principles of the former must support the latter. This kind of education, in our country, (where parents are so intent on making money), must to a great extent, be obtained at school.

We now state it as a fact proved by all history and experience, that private schools will never hereafter, as they have never heretofore, supplied the wants of the public in regard to education ; and if any man doubts this question, let him examine the state of education in every country, and we venture to predict, that he will find no place where the whole people are educated, unless it is by public provision. It is therefore useless to argue against the experience of past and present times ; theories will not controvert facts. It is only by making public provision for education that this beautiful system of government with all its advantages in possession and in prospective, can be sustained. Knowledge is power, and by some it will be obtained. It is therefore expedient, because it is in the highest sense patriotic, to educate the whole people ; for proof of this, let us refer to the opinions of Washington, and from him down, including almost every prominent statesman, all of whom concur in the general sentiment, that whatever else we may do, we cannot succeed without this. It is philanthropic, and so proved, because it is advocated by every man who lays the smallest claim to philanthropy, from Benjamin Franklin down. It accords fully with christianity, and is so proved by the concurrence of all christians of every denomination, and especially by the warm advocacy of ministers of the Gospel. It is republican as well as patriotic. And finally, it is the desire of the wise and good of every party, political and religious, in our land.

If, then, this project be, as we have said, practical,—if the legislatures have constitutional power,—if public opinion will sustain them in its exercise,—if all the States have already a vast amount of funds and property for this purpose, which will be lost if not thus used,—if it will secure an efficient system for all,—if it will vastly increase the mental powers of the people in every département,—if it will be in the aggregate a saving of expense,—if in public schools thus regulated, the greatest improvement can be made,—if it would certainly secure the co-operation of both rich and poor,—if it would secure the kind of instruction for both male and female, that is adapted to our country,—if, from the general fertility of our soil, we can always assign a proper portion of territory to a district or high school,—if our success as a nation is looked to, and prayed for, by patriots all over the land, and if that success is in a great measure dependent on public instruction, and if no other plan has ever been found sufficient,—if pa-

triotism, philanthropy, christianity, civil and religious liberty, and the general happiness of all our people are in a great measure dependent on this system, (and all these and more are stated, and, we think, proved), what other arguments do you require in its favor? We will not turn from the bright side of the picture, and paint the evil consequences of a neglect in this department, because we do not believe that it will be neglected much longer. The difficulty has been neglect, not opposition. Now the cry comes to us from every part of the State and from all the States, demanding more efficient organization, saying, "remove the great amount of machinery in the laws, simplify them, make but few school officers, make them responsible, pay them a small compensation, and let them move onward." To this call we heartily respond; and looking down the prospective of a few years, we behold this great valley of sister States all dotted over with school-houses, and here and there, through every plain, the handsome academy rear its head and invite the youth from the surrounding country to drink the pure waters of learning,—and still more seldom, but sufficient for the purpose, the stately college dome rise, furnishing a still higher treat to those whose love of learning, rather than of ease, will take a shelter within its walls. That this will all take place in a score of years, let no friend doubt. If we begin to doubt, well may others. Rather let us move forward, with the broad flag on which is inscribed all the motives I have named, and the same Providence that has cleared our way hitherto, will still lead us on to the consummation of all that we so heartily desire. But it must be remembered, this is a work that cannot be done without labor. Every man and woman has something to do; and however small that something may be, it is the concentration of all these humble efforts, that must lead us to ultimate success.

#### OBJECTS OF EDUCATION.

From an Address before the "WESTERN LITERARY INSTITUTE & COLLEGE OF PROFESSIONAL TEACHERS."

BY ALBERT PICKET, SEN., PRESIDENT.

EDUCATION, in its true sense, is the instrument appointed by the Supreme Being to mould the moral, intellectual and physical powers into system, strength and beauty; to establish, as far as humanly possible, mind and heart in their original vigor and purity. Were it not so, were there not means adapted to the great end of man's creation, we should have reason to infer that the human being, when he comes into the world, would be endowed with a fullness of all those faculties, the exercise of which in the progress of life, are constantly necessary for his preservation. The inferior animal creation brings with it the instincts to answer the end of its existence, as perfect at the instant of birth as at death. The wants of the subordinate organizations are circumscribed—their desires few. They look upon the wonders of creation, the handywork of God, and see and perish. There is no intercourse between spiritual and material existence; no lofty thought, no inspiration. There is mere existence. Not so with man. Feeble longer than any of the irrational creation, he attains maturity slowly; but there are wrapt within him powers high and capacious, and adapted, if improved, to his high destiny. His soul, through its material appendages, looks out upon created matter, and through that intercourse, its powers are taught and disciplined. To the mere animal, matter, in all its diversified forms, is nothing; to man it is everything. Without it, reason could not be, for data would

not exist ; memory, there would be none, for there would be nothing to remember ; imagination, none, for there would be no reality. It is the mysterious intercourse between mind and matter, and the equally mysterious action of all the moral and intellectual faculties, that constitute the great supremacy of man, that point to the origin of his nature, and declare, that "Thou, O God, hast made him a little lower than the angels, and hast crowned him with glory and honor. Thou madest him to have dominion over the works of thy hands."

When we use the term education, we do not limit its meaning to a knowledge of reading, writing and figures. The education we mean, commences the moment a child can have an idea ; it is the education of circumstances ; the most abiding, because the most direct. It goes on every instant of time ; it goes on *like* time ; you can neither stop nor retard its course. What these tend to make a child, *that* he will be. The sensual is superior to the moral and intellectual nature in the young. They are the mere creatures of imitation. Maxims and documents are good, precisely till they are tried, and no longer ; they will teach how to talk, and nothing else. But example in *acts* as well as *words*, is like branding with a red hot iron ; — the impression is fixed instantly and forever.

From its deep influence over man, individually and collectively, it has been, in all ages, a matter of national consideration. The Greeks, the Romans, the Persians, had each their system ; and, so long as it was sound and vigorous, they exhibited in their existence, all that was great and excellent. If we refer to time-shorn Greece and fallen Rome, and view their crownless hills, and the dreary desolation in which they sit, we shall see what education *can* do, when it is properly or improperly directed. No convulsion in nature is so appalling, or destructive, as that which springs from corrupt and fiery human passion.

From its importance, then, it becomes an object of deep consideration, what are the character and qualifications of those into whose hands youth are committed ; how far parents concern themselves in the education of their children ; and what the nature is, of the moral and intellectual instruction youth receive.

### COMMON SCHOOL EDUCATION.

[From an Address before the "GRANGA CO. TEACHERS' INSTITUTE," by Hon. WM. L. PERKINS, of Painesville, Ohio.]

Common School Education is the education of the people. The education of any people should be adapted to the government under which they live. Fear and implicit subjection are the basis of a tyrannical government, and ignorance secures both. Love of country, public and private virtue are the basis of a free Republic, intelligence of the people alone ensures them. Ignorance and vice are concomitants ; they disappear before intellectual and moral training as the darkness retires before the dawn of morning and the rising day. In our government the people are the sovereign power. By agents of their own appointment, they make and execute the laws, establish and carry out diplomacy with foreign nations, regulate our internal complex polity, and they fight their own battles. It is they who must continue to defend our free institutions, and hand them along through the unseen vista of ages yet to come. For this the people and the whole people, must be properly educated.

"We repudiate," says an eminent man, "as unworthy, not of freemen only, but of men, the narrow notion that there is to be an education for the poor as such." Has God provided for the poor a coarser earth, a thinner air, a paler sky ? Does not the glorious sun pour down his golden flood as cheerily upon the poor man's home as upon the rich man's palace ? Have not the cottier's children as keen a sense of all the freshness, verdure, fragrance, melody and beauty of luxuriant nature as the pale sons of kings ? Or is it on the mind that God has stamped the imprint of a baser birth, so that the poor man's child knows, with an inborn certainty, that his lot is to crawl, not climb ?

It is not so. God has not done it. Men cannot do it. Mind is immortal.—Mind is imperial. It bears no mark of high or low, rich or poor. It needs no bound of time or place, of rank or circumstance. It asks but freedom. It requires but light. It is heaven born and it aspires to heaven. Weakness does not enfeeble

it. Poverty cannot repress it. Difficulties do but stimulate its vigor. And the poor tallow-chandler's son, that sits up all the night to read the book an apprentice lends him, lest the master's eye should miss it in the morning, shall stand and treat with kings, shall add new provinces to the domain of science, shall bind the lightning with a hempen cord, and bring it harmless from the skies. The Common School is common, not as inferior, not as the school for poor men's children, but as the light and air are common. It ought to be the best school because it is the first school; and in all good works the beginning is one half. Who does not know the value to community of a plentiful supply of the pure element of water? And infinitely more than this is the instruction of the Common School; for it is the fountain from which the mind drinks, and is refreshed and strengthened for its career of usefulness and glory.

Three or four Colleges in the State will educate a thousand sons of the favored few. Fifty Academies will do that office for some 5000 children of citizens in comfortable circumstances and fortunate positions. Here and there a private school will train up the children of others to become a separate class. But we have over 500,000 sons and daughters of the people for whose education in the mass the public must provide. For this purpose school houses must be built and maintained at convenient distances all over the State, so that free and convenient as the light and air of heaven, the blessings of education shall be among and around the rising generation, so that its plastic hand shall, while they breathe, and look, and rest, and labor, and recreate, still be forming and framing the mind for all the duties and vicissitudes of individual life, and the ever progressive phases of social and civil society. For, as

Full many a gem of purest ray serene,  
The dark unfathomed caves of ocean bear,

which but for the restless toil and industry of man, would remain to decorate the haunts of the monsters of the deep, so many minds, rich as the abundant treasures of nature can make them — beautiful as the fresh dreams of the muses, will lie buried in the deep, dark recesses of oblivion, the companions of uncouth ignorance, unless the public energies tempt them forth to the light of science. This temptation is irresistibly furnished by the proximity of the School House, provided it is what it should be; tastefully, comfortable, cleanly, properly lighted, properly warmed and properly aired.

It is too much the case that parents pay little or no attention to the school. Unless their children receive punishment they scarcely seem to know that there is such a place. All other business they find time for, except the comfort and progress of their children in the all-important processes of their mental, intellectual and moral training. The teacher, day after day, and week after week, spends all his working hours, full of soul, in training their children for the affairs of life, without a smile of encouragement from their parents. He perchance, nay oftentimes does not even know their person, or they his. How can he, a stranger in blood, not invited into your families, not tolerated in your society, on whom you do not call, in whose employment you scarce seem at all interested, be expected to, nay how can he feel and exercise the absorbing interest in the welfare of your children which his station demands? Can you expect anything more of him than to delve through his engagement as a wearisome toil, take his dollars, and, if he can forget such neglect, forget you? No, no, my friends, this will never do. Awake yourselves, if you would arouse others. Yours is the interest. The wealth for which you toil to leave your children, may be stripped from them—their health may fail—friends may abandon them, and they must die—but their education *is theirs*. Nor time, nor accident, nor violence, nor any other thing, can divest them of it. It is part of themselves. It is with them when they lie down, when they rise up, when they walk abroad among men, and shall accompany them in all the unseen world. For this great good the school house is the sanctuary and the teacher the ministering angel. Receive him then into your families, your choice social circles. Visit the school room. Show yourself, both to him and to your children, to be deeply interested in his and their employment, and give him his due reward, infinitely more valuable than his pecuniary pay, your hearty ap-

probation. By this, and all other means in your power, see that you make teaching not only a respectable employment, but practically, what it abstractly is, an occupation of the highest dignity.

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## EDUCATIONAL DOCUMENTS.

WE have received the "Report on the Public Schools of Rhode Island," presented to the Legislature by the Hon. H. BARNARD, Commissioner of Public Schools for that State. It is a document of 250 pages, and filled with the most interesting and important information. It shows that an educational reform has been commenced and carried on in that State in a most philosophical and therefore successful manner,—a reform which, we think, is without a parallel in the history of schools in this country.

The Hon. IRA MAYHEW, Superintendent of Public Instruction in Michigan, has forwarded us his Annual Report to the Legislature, a document of 150 pages, replete with valuable information. This State has a good school system, and an efficient Superintendent, who is ardently devoted to his work; and we are rejoiced to learn that a Teachers' Institute is to be attended in Jackson county, during the present month. We could wish that a sufficient number might be attended so that every Teacher in the State might have the benefit of one before commencing his labors for the winter.

By the politeness of NATHAN BISHOP, Esq., Superintendent of the schools of the city, we have received the "Reports relating to the Public Schools of Providence, R. I.," a pamphlet of nearly 100 pages, containing, beside the Report, drawings of the Primary, Intermediate, Grammar and High-School Houses, furnished by the excellent school system of that city. We would recommend this document to the Directors of schools in all the cities and larger villages of Ohio.

We have also received a copy of the School Laws, and the last Annual Report of the Hon. J. MILLER, Superintendent of Common Schools in Pennsylvania.

For all these, the gentlemen who have kindly forwarded them will accept our hearty thanks. And we would respectfully solicit similar favors from the Superintendents of other States, and from School Committees in the cities of our own and other States.

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## TEACHERS' INSTITUTES IN OHIO.

WE learn with pleasure that the Teachers of Warren Co. have already held an Institute, which was attended by some thirty or more, and awakened a deep interest in the minds of all connected with it. We trust their example will be followed by a large number of counties

in the central and southern parts of the State. Let the Teachers hold a session of one or two weeks, if possible, but if not, let them at least hold a Convention, and continue its session two or three days, for the purpose of interchanging views on the subject of education, the modes of teaching and governing, &c. Let them form a County Teachers' Association, and meet quarterly at least, and monthly if practicable.

THE SEMINARY TEACHERS' INSTITUTE, or the Annual Course of Lectures to the Teachers' Class in the Western Reserve Teachers' Seminary, will commence on Tuesday the 6th of October, and continue one week.

Teachers in Lake and the adjoining counties are invited to attend the course, without charge for tuition.

THE LAKE CO. TEACHERS' INSTITUTE will hold a session of one week, commencing on Monday the 19th of Oct. inst., instead of the 21st of Sept., as named in our last.

THE TRUMBULL CO. INSTITUTE will hold a session of two weeks, commencing on the 27th of October.

THE GEauga Co. INSTITUTE will also be attended during the month of October, and a Teachers' Institute will also be attended in Ashtabula Co., early in November next.

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#### NOTICES OF BOOKS, &c.

TOWN'S CHART OF ELEMENTARY SOUNDS. Prepared by HON. SALEM TOWN, A. M. Published by Sanborn & Carter, Portland, Me., 1846.

WILLARD'S UNIVERSAL HISTORY. Second edition. Published by A. S. Barnes & Co., New York.

PRACTICAL LESSONS IN ENGLISH GRAMMAR, by Rev. Peter Bullions, D. D. New York: Pratt, Woodford & Co.

UNIVERSITY ARITHMETIC. By Charles Davies, LL. D. New York; A. S. Barnes & Co., 1846.

ELEMENTS OF DRAWING & MENSURATION, applied to the Mechanic Arts, by Prof. Davies. New York: A. S. Barnes & Co., 1846.

OUTLINES OF ASTRONOMY. in a series of Maps with a Key. Prepared by Rev. H. Mattison, and soon to be published by Huntington & Savage, New York.

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THE OHIO SCHOOL JOURNAL will be published monthly, and a series of six numbers issued before the 1st of January next.

#### TERMS FOR THE SIX NUMBERS.

For single copies, 25 cents; nine copies, \$2.00; 14 copies, \$3.00; 19 copies, \$4.00; 25 copies, \$5.00—a discount of 20 per cent. being made where 25 copies or more are sent to the same office.

Mr. H. F. WILCOX, (Agent for Mitchell's Outline Maps), is authorized to receive subscriptions for the Journal.

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# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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## SCHOOL OFFICERS.

It is well known to the friends of education in this State, that one of the greatest obstacles in the way of efficient Legislative action for the improvement of our school system, is the incompleteness of the reports made from the several districts to the Department of Common Schools at Columbus. Full reports from every county have not been made in any single year since the adoption of the present school system. Generally not more than forty-five, (or a little more than half,) of the counties, have made anything like a full report, and last year only forty-eight of the eighty counties were fully reported. It is true that the duty of making proper reports devolves on several different classes of officers, but there is nothing in the nature of the case which renders it impossible for each officer concerned to discharge his duty, since all the *forms* are clearly prescribed in the volume of "SCHOOL LAWS."

We feel confident that what is now needed to secure that action on the part of the Legislature, which is necessary to give efficiency to our school system, is a *full exhibition of the present condition of our schools.*

We would therefore respectfully but earnestly urge upon the attention of District Clerks the importance of making their Annual Reports in due form and in due time to the Township Clerks, since, if this is not done, neither the Town Clerk nor the Auditor can communicate the information required by law, to the Secretary of State. And we would suggest that District Clerks may do more than any other persons toward inducing Teachers to keep their Daily and General Register in a proper manner, and to present their Quarterly Reports in the manner required by law.

Unless all these things are properly attended to in each and every District, and carefully reported from time to time to the proper officers, the Legislature and the friends of education must forever remain ignorant of the actual working of the school system, a knowledge of which is an indispensable prerequisite for any judicious movement of reform.

The friends of common schools are awake in nearly every part of the State, and it is confidently hoped that some important improvement of our school system will be effected during the coming winter.

[FOR THE OHIO SCHOOL JOURNAL.]

## THE TEACHER'S MISSION.

## NUMBER II.

HAVING considered the first two inquiries, we will now proceed to the third: *What is the nature of the Teacher's Mission?* It is not that he spend a few weeks in the school-room, pursuing mechanically, a never-varying round of dull duties, in which there is no heart, no soul—a mere burden to be borne for a few dollars stipend, just as any other drudgery is endured for hire, looking forward to the termination as an emancipation “devoutly to be wished.” How narrow, how degrading are such views of this truly noble and ennobling mission.

It is not merely to hear recitations, and maintain order in school, though each may be accomplished with the most scrupulous accuracy and conscientiousness even. Nor is it to cultivate the intellect alone, however faithfully and successfully his labors may be prosecuted. Nor is it to labor for the proper development and culture of all the faculties, mental, moral and physical, in the school-room alone, though here, it is true, is the great, but not exclusive field of his labor. Nor lastly, can precept, unaided, accomplish the work. Any one of these falls far short of the great object; all combined do not reach it.

We have now considered the subject negatively,—we next proceed to do it positively.

It is, in the first place, to develop all the faculties of the triple nature of the child, in full, harmonious proportions, as the skillful architect would rear the edifice, that he designed should be a monument of his genius and taste, and the admiration of all beholders: and, as in that, all parts must exactly correspond with each other, and the whole, so must it be in educating the child to become a true man or woman. A want of symmetry is, and ever has been, a prominent defect in the different systems of education, now existing, or among the records of the past. In the earlier ages, the physical man was considered all important, and education was directed to this object almost exclusively; hence we find among the Spartans, and still later, to a great degree, among the Romans, especially during the first period of their history, that their children were early inured to hardships and subjected to a rigorous system of discipline, that they might possess physical frames fitted for any emergency, while their intellectual and moral natures were almost totally neglected. The result would require no prophet to predict; brute force, brute courage prevailed; while mind, neglected, was left to grope in thick darkness, and morals were scarcely known by name.

In modern times, the great tendency is to the opposite extreme. Intellectual education has, to a great extent, covered the whole field, leaving both the morals and the physical frame far in the back ground; hence, as a consequence, are seen so many expanded and highly cultivated minds in dwarfed, enfeebled bodies—utterly unfitted for usefulness from the frailties of their sinking tenements;—so many cut



short in their onward progress, by the giving way of their neglected, shattered constitutions.

Others escape this fate to meet one far more to be dreaded;—their moral natures, disregarded, become, when left to themselves, corrupt and debased, and we have thus presented the heart-sickening spectacle of a noble and gifted intellect, degraded to an engine mighty for evil,—surely these are they,

“Who labor downwards, through the opposing power  
Of instinct, reason, and the world against them.”

Others, again, horror-struck at the abuse of intellectual culture, and not justly appreciating the cause of the deep depravity witnessed, seek an antidote in moral education alone, or give the mental faculties a rank far subordinate. Here the symmetry and beauty essential to a complete man is wanting, and that is found only when all the faculties are developed in unison. To accomplish this three-fold work naturally and harmoniously, is the mission of the true teacher,—and how noble, how elevated is its character—how worthy of its source.

It is to watch over, lead and guide the opening bud of *intellect*, till, step by step, by a proper mingling of sunshine and showers, it expands into full bloom, and at length presents the ripened fruit. Here should be no hot-bed work, but a natural, vigorous, and healthy growth, that will fear neither rain nor sunshine, wind nor frost. It is to develop and direct the *moral powers*; to cultivate a tender conscience, to awaken right feelings, to instill right principles, to foster and encourage the good and the true, and detect and repress the first buddings of evil; to aid in forming correct habits, and in subduing those that are wrong; to teach him his duty to his Maker and to his fellow men; in fine, to take the young immortal, and, as far as human means can accomplish it, train him for eternity. It is, by every reasonable means, to promote the development of a healthy, robust, and active *physical frame*, fit to endure the toil and fatigue, the suffering and sorrows of life, to which all are subject, thus presenting “*Mens sana in sano corpore*.”

In the second place, he is, on all occasions, by his example, to confirm his daily precepts in the school, and thus secure the respect, not only of his pupils, but of the community around him. His mission is to awaken an interest, or to deepen it if already awakened, and to disseminate correct opinions in relation to real education,—to overcome obstacles, to remove prejudices, to diffuse information, and to strive, by every reasonable means, to elevate the standard and promote the interests of this great and glorious cause.

We have now presented, not a full description, but an imperfect outline of the nature, scope and objects of the Teacher's Mission.

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[From the Common School Journal.]

*Extract from the last annual Report of Hon. HORACE MANN, Secretary of the Board of Education in Mass.*

"How shall the rising generations be brought under purer moral influences, by way of guaranty and suretyship, that when they become men they will surpass their predecessors, both in the soundness of their speculations, and in the rectitude of their practice? Where children born with perfect natures, we might expect that they would gradually purify themselves from the vices and corruptions which are now almost forced upon them, by the examples of the world. But the same nature by which the parents sunk into error and sin, preadapts the children to follow in the course of ancestral degeneracy.

Not nearer to the day of its destruction is the community without knowledge, than a community which relies upon knowledge *alone* as sufficient to preserve it. According to the present constitution of the human mind, and of the world in which we are placed, knowledge is a necessity in the pursuit of happiness; but morality is a preliminary necessity, elder-born and eternal. We can conceive of a state of existence where we could be happy without knowledge; but it is not in the power of any human imagination to picture to itself a form of life where we could be happy without virtue.

How unworthy the sacred office is a teacher, if he incites his pupils to effort only by displaying before them a brilliant prospect of worldly honors and distinctions, or the power and pride of wealth, while he neglects to cherish the love of man in their bosoms, or to display before them daily, the evidences of the goodness and wisdom of God! I care not how promptly the classes may respond in the school-room, if I hear profaneness or obscenity in the play-ground. I care not how many text books they have mastered, if they have not mastered the passions of jealousy, and strife, and uncharitableness. It is not indispensable to the happiness of children that they should know the length of all the great rivers, or the height of all the mountains, upon the globe, but it is indispensable to their happiness that they should love one another, and do as they would be done unto. A life spent in obscurity, and supported by daily toil, may be full of blessings; but not worldly honors, however high, or wealth, however boundless, can atone for one dereliction from duty in acquiring them.

The charge committed to his care is weak, ignorant, immature, and constitutionally subject to error.

Order must be maintained. This the primal law. The superiority of the heart; the superiority of the head; the superiority of the arm; this is the order of the means to secure it.

The great question is to whom, or to what, is subordination due. It is primarily due to the law—to the law written upon the heart, to the law of God. The teacher is the representative and the interpreter of the law. He is clothed with power to punish its violations; but this comprehends only the smallest part of his duty. As far as possible, he is to prevent violations of it, by rectifying that state of mind out of which violations come. Nor is it enough that the law should

be obeyed. As far as possible, he is to see that it is obeyed from right motives.

It should never be forgotten that the highest duty of a teacher is, to produce the greatest quantity, and the purest quality, of moral action.

Fear then, is more to be proscribed from the teacher's list of motives, than arsenic and henbane from the materia medica of the physician; but the teacher or parent who uses nothing but fear, commits a far greater error than the physician who uses nothing but poison. Let all wise and good men unite their efforts, so to improve both the moral and the physical health of the community, as gradually and regularly to diminish, and finally to supersede, the necessity of either.

[From the N. Y. District School Journal.]

### OUR COMMON SCHOOLS.

"We are, we think, fully justified in asserting that at no period in our history as a state, have our common schools, collectively considered, been in a more flourishing condition, than at the present time. The various influences which have been brought to bear upon them, during the past five or ten years, and which are now widely and extensively felt, have resulted in a vastly improved system of intellectual and moral culture—a higher and more enlightened and devoted class of teachers—and a deeper and more profound interest on the part of parents and the community generally. It is impossible for a dispassionate observer, acquainted with the state of things which existed in these respects but a few years since, to witness the daily exercises of any of these institutions, of the average grade of excellence, throughout the state, without being forcibly struck with the contrast which is exhibited when a comparison is instituted between the present and the past. The district school is no longer the repulsive, dreary and tedious place of mental and bodily torture, which has furnished the fertile theme of wit and sarcasm, to so many of the highest class of minds. Music and innocent hilarity; play grounds adorned with the choicest flowers and cultivated with the most assiduous care; walls ornamented with the most tasteful and attractive drawings, and seats and desks arranged with the utmost regard for the comfort and convenience of the occupant; kind, attentive and faithful teachers, and cheerful, obedient and happy pupils—now meet the eye on every hand: and the work of education is everywhere progressing with a power and a success hitherto unknown."

When shall we be permitted to make a similar announcement in relation to the Schools of Ohio?

[From the Teacher's Advocate.]

### THE TEACHER'S PROFESSION.

THERE is no profession or pursuit that can exert a more powerful influence upon the formation of public sentiment than the Teacher's, and yet no calling suffers more from the false views, and oppressive popular opinions of society than this. The Teacher exerts a feeble

and limited influence because he has served the public in an *isolated manner*, laboring unconscious of his individual worth and usefulness, or the means of improvement by which he is surrounded in his own district, without any organized system to enjoy the sympathies and counsels of others. He enters upon his task under the common supposition that it is possible for him to render a *cheap service* while occupying the most important and responsible position within the gift of society—that he must *obey*, rather than *create* public opinion—he considers himself a *unit*, as he looks upon the *many*, and tamely submits, until he acquiesces and by his lack of effort to correct the evil, admits the justice of the estimation placed upon his services. No one individual can affect the desired change in public sentiment in reference to the Teacher's mission, for man, living within himself, is truly weak ; but let there be union of effort, and the work will be accomplished.

Men accumulate power, become zealous and active by concentrating their efforts—errors are discovered and boldly attacked, however fortified by popular favor or interwoven with the customs of society—a forming energy goes forth which excites new and abiding sympathies, to create other sentiments and establish better social relations. A few years since none cared for the sorrowing slave, nor abhorred the system which held human beings in bondage. What has called attention to this subject and awakened a general interest in his behalf, but the power of associated effort? So with the varied race of human race and society. Associations are formed for almost every object ; men spend their time and money, they toil and make sacrifices to give life and efficacy to their organizations. Would they encourage agriculture, or promote science? they are formed into societies. Would they suppress vice and immorality? They organize associations. Who can look upon the success of Temperance Societies and the incalculable amount of good they have accomplished for the human family, without acknowledging that united effort, guided by wisdom and benevolence can work wonders?

Teachers must avail themselves of this principle of association, if they would increase and improve the advantages of their profession. It is true the profession cannot elevate those who enter it ; but the members can and must elevate and dignify the profession or abandon it. To this end high personal qualifications are necessary. No one can be honored in attempting that for which he is totally unqualified. Accurate scholarship, general intelligence, and a penetrating knowledge of human nature are truly requisite, and will command respect ; but something more is needed. Teachers must lay aside an illiberal spirit—cease to look upon each other with a jealous eye, and instead of laboring to *aggrandize self*, aim at magnifying their office. Public opinion must place a higher estimate upon their profession, and attach more importance and consideration to the successful Teacher. This reform will benefit society as much as those engaged in the department of human toil. All should therefore, be interested and aid in bringing it about. Teachers should take hold of the enterprise

and concentrate their energies in their own behalf. Shame on the Teacher, whether male, or female, who does not feel the obligations of so great and beneficent a work—who would impose the labor upon a few, and then meanly enjoy its return. But this principle of association—this labor by which public opinion is to be raised to the standard of truth and justice—this all powerful agency for reforming society, demands that the mass unite all their energies—that Teachers, far and near, should form an alliance and act in concert for their common interest, and for those of the children and youth under their instruction. The person who refuses this co-operation, truly merits the opprobrium and scanty remuneration so long and so shamefully made the ruin of the Teacher's profession.

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[From the Journal of the Rhode Island Institute of Instruction.]

**SOME OF THE MODES BY WHICH TEACHERS CAN IMPROVE THEMSELVES AND THEIR SCHOOLS THIS WINTER.**

1. "THEY can inform themselves of the requirements of the laws of the State, and comply promptly and cheerfully therewith. If a Teacher is engaged in a school without having a certificate, the necessary steps can be taken immediately to obtain one. If a record of the name, age, parents and daily attendance of the scholars has not been kept, it can be begun immediately.

2. They can become members of the county or town associations of Teachers, if any exist, or they can take immediate steps toward forming such an association, and take part in the exercises.

3. They can by previous arrangements with the Teachers of other schools, in their towns, and the Directors of their districts, visit each other's schools.

No Teacher, however experienced he may be, can go into a school, without seeing something of which he can profitably avail himself.

4. They can make themselves acquainted with the condition and progress of education in our own and other States, by subscribing to one or more educational periodicals.

5. They can purchase or at least read a few of the best books on education, and especially of that class which relates to improved methods of school instruction and discipline.

6. They can cultivate the acquaintance and secure the co-operation of the parents of the children under their care. The earlier a right state of feeling between parents and teachers can be established,—the earlier the home and the school can be brought into their natural alliance in promoting a common work, the better for both; and to secure this, teachers must not wait for parents to extend those courtesies and attentions, which every parent ought in common civility to show to a stranger, who is at the same time the teacher of their children. They must take the first steps, and in many cases go still farther toward forming a personal acquaintance. They must introduce themselves in the street, or at their homes, to the people among whom they

dwell and for whom they are laboring. A personal interview—an interchange of views as to the studies of the school, the books to be used, the importance of punctual and regular attendance, the desirableness of parental co-operation and visits to the school, and even upon topics of a more general character, will in many cases prevent the growth of prejudice and suspicion in the minds of parents.

7. They can enlist the co-operation of their pupils, both in the government and instruction of the schools, by securing early their confidence and affection."

[From the Essex Co. Constellation.]

### BOYS, WILL YOU READ THIS?

We learn from the New Haven Palladium, that amongst the graduates of Yale College, was one whose history presents one of those remarkable instances of perseverance under great discouragements, which are now and then met with at every College, very rarely attended by circumstances of such striking interest as the present. The individual referred to, entered the College three years, and is said to have made his way to it, from a distance of above one hundred miles, on foot, and to have entered on his collegiate course with the sum of just three dollars on hand! He has by his unaided efforts sustained himself to the end of the course, and came off yesterday with distinguished honor. But what is extraordinary in his case is, that he has also found time (while many of his more favored comrades have been wasting their precious hours in city amusements, and college inanities,) for cultivating his favorite branch of Electricity and pursuing his mathematical studies beyond the limits of the prescribed college course. As evidence of his promise in severe science it may be stated that an elaborate paper *on the law of electrical conduction in metals* was published by him in the March number of Dr. Silliman's Journal of Science, which for experimental, mathematical, and logical merit, is surpassed by nothing in that department of science which has ever appeared in that work, and which has already elicited from Sir Michael Faraday, the prince of philosophers in Electricity, a compliment of which either of our eminent countrymen, Prof. Morse, or Dr. Henry, might well be proud. Would it not be a good theme for a Commencement exercise, to inquire why it is so, that the needy, *self-supported* student, so often carries off the prize of high success, while the lad carefully nurtured at the primary school, and followed through the college course by an affluence of means, wholly fails in the race, or at most attains a feeble mediocrity?

[From the Student and Young Tutor, Edited by J. S. Denman.]

### Q U E R I E S.

How many districts will whitewash and clean the school-house before the winter school commences?

How many districts will see that sufficient wood for the winter is

piled under a shelter, at the school-house, before school commences?

How many Trustees will employ good teachers, that the money of the district may be well expended, and the children's time well employed?

How many Teachers will faithfully discharge all the duties devolving upon them, ever be calm and considerate, and never get angry or speak unkindly to any scholar?

How many parents will see that their children are regular and punctual at school during the entire term? The children of such parents will be doubly blessed.

How many parents and guardians will visit their schools frequently, and thus greatly enhance the value of the teacher's services, and promote the interests of the young?

How many parents by example and mild precept will encourage their children to study and read when at home, and thus assist them in forming good habits, which will avert many sorrows and give them much happiness through life?

How many scholars will be regular and punctual at school, be clean, neat and studious, and obey their parents and teacher, study and read at home, tell the truth, use good words and be kind to their playmates at all times?

Citizens—Directors—Teachers—Parents—Children and Youth, these things are necessary and should not be neglected.

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[From the ninth Annual Report of Hon. H. MANN.]

#### SOCIETY INTERESTED IN THE EDUCATION OF EVERY YOUTH

WHAT an appalling fact it is to every contemplative mind, that even wars and famines and pestilences,—terrible calamities as they are acknowledged to be,—have been welcomed as blessings and mercies because they swept away, by thousands and tens of thousands, the pests which ignorance and guilt had accumulated! But the efficiency or sufficiency of these comprehensive remedies is daily diminishing. War will never again be waged to disburden the crowded prisons, or to relieve the weary executioner. The arts of civilization have so multiplied the harvests of the earth, that a general famine will not again lend its aid, to free the community of its surplus members. Society at large has emerged from that barbarian and semi-barbarian state, where pestilence formerly had its birth, and committed its ravages. These great outlets and sluice-ways, which, in former times, relieved nations of the dregs and refuse of their population, being now closed, whatever want or crime we engender, or suffer to exist, we must live with. If improvidence begets hunger, that hunger will break into our garners. If animal instincts are suffered to grow into licentious passions, those passions will find their way to our most sacred chambers. We have no armed guard which can save our ware-houses, market-places, and our depositories of silver and gold, from spoliation by the hands of a mob. When the perjured witness or the forsworn jurymen invades the temple of justice, the evil becomes too subtle for the

police to seize. It is beyond legislative, or judicial, or executive power, to redeem the sanctuaries of religion from hypocrisy and uncharitableness. In a word, the freedom of our institutions gives play to all the passions of the human heart. The objects which excite and inflame those passions abound ; and, as a fact, nearly or quite universal, there is intelligence sufficient to point out some sure way, lawful or unlawful, by which those passions can be gratified. Whatever children, then, we suffer to grow up amongst us, we must live with as men; and our children must be their contemporaries. They are to be our copartners in the relations of life, our equals at the polls, our rulers in legislative halls, the awarders of justice in our courts. However intolerable at home, they cannot be banished to any foreign land ; however worthless, they will not be sent to die in camps or to be slain in battle ; however flagitious, but few of them will be sequestered from society by imprisonment, or doomed to expiate their offences with their lives.

#### THE VALUE OF EDUCATION.

From an Address before the "American Institute of Instruction,"

BY CALVIN E. STOWE, D. D.

IN every civilized community we observe striking diversities among individuals of the same nation, and even of the same parentage. In uncivilized communities these differences are far less observable. This single fact shows that such diversities, however great they may be, are much more the certain effect of education than of any original, constitutional difference made by the Creator.

Why is it that in all the towns of our own country, there are some men uncouth in manner, rough in speech, and brutish in thought, while others are refined in manners, easy in language, and of intelligent and elevated minds ? Not generally because they were born different, but because the one class has been educated and the other not. Why is one woman engaging in person, pure in thought, agreeable in manners, an object of affectionate pride to all who know her ; while another, born with a mental and physical constitution in all respects equal, is disgusting in person, impure in thought, licentious in manners, an object of mingled pity and abhorrence to all who behold her ? Because the one was reared in the bosom of a pious, pure-minded and virtuous family, the other was cast in early life among the very dregs of society, and exposed to all their increasing abominations. Look over the surface of society, and see the immense diversities that exist, and notice how few of them can be traced to constitutional differences, and how many to education, and estimate if you can, the invaluable importance of a right education in early life. In many cases it is all, humanly speaking, that makes one man a benefactor of the human race, and another a drunkard or a thief ; all that makes one woman the pride and ornament of society, and another an outcast and a prostitute. Who of us can say, that if our early education had been like that of thousands of others, we should not now, instead of sitting here in this quiet and respectable assembly, surrounded with circumstances of comfort and respectability, have been wallowing in debauchery, the degraded inmates of a prison or a brothel ?

It is true that some break through the restraints of early habit, and become good and great in spite of a vicious or defective education ; and that others, notwithstanding the influence of an education apparently good, become vicious and perverse. But these examples, especially of the first class, are extremely rare and remarkable exceptions to the general rule ; and where they do occur, there can generally be discovered, on close examination, some hidden cause that has produced the good—some hidden defect that has occasioned the bad result.

Who, then, I say again, can estimate the unspeakable value of a right education—the deplorable evils of a wrong one, since the whole existence of an intelligent,



conscious, feeling, immortal soul, for time and for eternity, so essentially depend upon it?

It is true there are individual diversities of character and capacity, which no education can equalize or assimilate; but the whole difference which exists between classes is made by education, and by education it is perpetuated. Wherever there is a domineering class and a degraded class, wherever there is an intelligent class and an ignorant class, it is education and education alone that makes the difference. Reverse all the circumstances of the two, and in one generation, the domineering would become the degraded, and the degraded the domineering, the intelligent would become the ignorant, and the ignorant the intelligent class. So far as God is concerned, *He fashioneth their wants alike*; and there is the same regular distribution and apportionment of talent in the different classes of society, that there is of the sexes. It is not the arrangement of God, but the wickedness of man that has kept, generation after generation, whole classes of human beings in a condition of hopeless barbarism and ignorance. How can we estimate the wickedness of this kind of oppression? When we see a well developed, vigorous, intelligent young man, or a graceful, accomplished, refined young woman, we involuntarily do them homage as among the noblest of God's works; and when we extend our view to eternity, and reflect that the spirits which animate those forms and gives them all their interest, will continue to exist and expand, and become more interesting through all eternity, we are compelled to feel that one such young man, or one such young woman, is worth infinitely more than all the products of the earth besides. Why then, should not every child that is born into the world, and endowed by his Creator with an immortal spirit, have the opportunity to become such a man or woman? What right has any one human being to prevent, or hinder any other human being from becoming as intelligent, as interesting, as lovely as his nature is capable of becoming? What so profitable, so advantageous, so conducive to the prosperity of a community, as a continually increasing number of such men and women, from whatever class they may spring? and what so profitless, so destructive, as men and women of the opposite character? The necessity of labor creates no necessity for ignorance or degradation. The most industrious States of this Union are also by far, a hundred fold, the most intelligent, the most refined, the farthest advanced in everything which constitutes civilization. In point of general intelligence, compare Massachusetts with proud old Virginia, or any part of New England with imperious South Carolina. By the returns of the last census, the amount of ignorance among the free white men of South Carolina, whose labor is all performed by slaves, is forty-fold greater than it is among the free white men of Vermont, who cultivate their farms with their own hands, and never talk big of nullification. In South Carolina, the proportion of free white persons over twenty years of age who can neither read nor write, is one in seventeen, in Vermont it is one in 493! The necessity of hand labor, creates no necessity whatever, constitutes no excuse whatever, for the existence of an uneducated, brutified class of human beings; on the contrary, the existence of such a class in the bosom of any community, is a hindrance to all good—a fruitful source of every kind of evil.

## LOCATION OF SCHOOL-HOUSES.

As I ride through the country, I see school-houses carefully placed directly on the road, in the most forbidding situation, manifestly on the argument that the ground is good for nothing else. The walls of the building often form a portion of the fence of the adjoining fields, no play-ground for children, who in their recreations must betake themselves to the highway, to be corrupted by the scurrility of vulgar passers-by, and exposed to the vicissitudes of the road. Not a tree or shrub relieves the eye, or sheds its protecting umbrage from the scorching sun in summer, or murmur its music to the wel-

come breezes of the spring. The pupils, true to nature, endeavor to supply what the rigid utilitarian policy of their fathers have considered unimportant, and will toil to gather the branches of the neighboring fields and build arbors under which they enjoy a brief pleasure to be hastily succeeded by decaying leaves and deadened branches, with no fond anticipations of a returning renovating season. One would think a single observation of the longings of childhood for the beautiful, would open the eyes, and the hearts too, of those who love them ; but it is called "childrens' play," and leaves no impression. With some few local exceptions, education is chiefly confined to the imparting of knowledge, and regulating prominent points of morals. The deeper principles of the mind, and the still deeper emotions and affections of the heart lie neglected. Yet on these being brought forth from the hidden places of the soul, and formed and polished, depends the happiness of the pupil and his usefulness in social society and to the Republic. Nature herself shows the way, let us follow. Her great gallery of natural curiosities is always open, always replenished. Into it all may freely enter. Her full volume of natural paintings, self-leaf-turning, presents new and ever varying beauties. The purple tints of dawn, the pencilings and the paintings of the rising and the setting sun, the lunar expanse bedecked with stars, and fitfully embellished with shooting meteors, the gorgeous bow of hope arching the leaden cloud, the return of spring showering its buds and blossoms, the fragrant flowery landscapes of summer, the mellow splendor of autumn's various tints, and the snow clad hills, the silvery trees and shrubs, and glassy rivers and lakes, of white-headed winter ; and the intellectual enjoyment which they afford us, teach us that we are made for the beautiful and that we are intellectually and spiritually formed by it. Away from these natural, beneficial pleasures let us not shut out our children, lest the idea of education become to them an insufferable penalty, rather than what it should be, the richest of rewards. Their teachers are their better informed companions, leading them along in the path to the great world of men, and should not be deprived of, but sedulously furnished with the means of teaching them to reverence the spirit of beauty which pervades all the works of nature,

"Glow in the stars, and blossoms in the trees,  
Lives through all life, extends through all extent,  
Spreads undivided, operates unspent."

A beautiful writer says : "I hope the time is coming, when every isolated village school house, shall be as an attic temple, on whose exterior the occupant may study the principles of symmetry and of grace. Why need the structures where the young are initiated into those virtues which make life beautiful, be divorced from taste or devoid of comfort ? Why should they not be erected in fine airy situations, overshadowed with trees and embellished with shrubbery ? Why should not the velvet turf attached to them be bordered with hedges, divided with gravel walks, tufted with flowers ? Why should not the thick mantling vine, decorate the porch ?—or the woodbine

and convolvulus look in at the window, touching the heart of the young learner, with a thought of Him, "whose breath perfumes them and whose pencil paints."—*Hon. Wm. L. Perkins.*

[From a Sermon preached in Sandusky City, during the session of the "First Teachers' Institute" in Ohio, by LEVERITT HULL, A. M.]

**THE SCIENCE OF EDUCATION IS PROGRESSIVE.** The term education is from the Latin *e*, and *duco*, to draw out, or to develop. It denotes, then, the development of the human powers, mental, moral, physical. And what nice observer of men and things can look out upon the world, and not see that the progress of education, and march of mind, is onward? As a general fact, it is true that all human improvements are based upon intelligence, and owe their origin and progress to educated mind. The science of free government, in its origin, progress and changes, is the result of intelligence. Republicanism has no earthly prop to lean upon but the integrity and intelligence of the people. And where there is no intelligence, there will be no integrity. It may be assumed, then, *that education is the foundation of all human improvement*; and human improvement looks first at the education of the whole people, not at the education and elevation of a few. The equal education of the whole people is the only principle which we can adopt, with any safety to our loved and cherished institutions.

The right of suffrage, extended to all, is a first principle of republicanism. It is a sacred and inalienable trust to every citizen of a free state. To exercise this right with safety to himself or the government, he must be intelligent. The right of suffrage in the hands of an ignorant populace, is a dangerous privilege, which nothing can restrain or control. We have no security but in the *general* diffusion of the blessings of a thorough education. And this inheritance, the very genius of our government promises to every child in America.

"His education forms the common mind"—an old maxim, but true. Of course, without education, the mind is unformed. It is what creation was at first, "confusion and emptiness." *Education is a common subject*, and yet how slow the progress of right action in this department. The world has rolled on six thousand years, and yet to this hour, but one monarch has even attempted to bestow the benefits of an enlightened education upon the mass of the people. I refer to the king of Prussia. And he must fail in carrying out the system. Other governments of Europe are doing what their systems will allow them to do, to promote the general diffusion of knowledge. But the genius of monarchy will not allow them to give the blessings of a sound education alike to all. An enlightened education will force the conviction upon every mind, that intelligence and virtue are the only standard of essential *worth*, and not titles or wealth, birth or blood. Hence in the old world, under their present system, an enlightened educa-

tion is and must be for the *few*. Our fathers adopted a different principle: that education is for the whole people; and adopted a form of government suited to foster such a system. The nation has had an independent existence almost seventy years, and yet the mass of the people are uneducated. Republicanism has not yet accomplished, in respect to education, what it promised. The funds of the several states should have been given *first* to the primary schools. In this respect, the patrons of education have erred. After the example of the old world, they have greatly neglected the primary schools, and endowed colleges, academies, and high-schools; and from these have originated in every village and hamlet, a system of select schools, the tendency of which has been to give a few a partial education, and leave the mass of mind uneducated. It has been left for the men of the nineteenth century, to devise and give to the world a system of education that shall extend its blessings alike to all. And it is the sober conviction of men well qualified to judge, that the entire system of select and high-schools and academies, has been and is still greatly defective, and never will accomplish what we so much desire. Their principle defects are these. In them, the first principles of a practical, sound and thorough education, are passed over or neglected. They rear a superstructure without a foundation. But their great defect is, by their existence, the interests of district schools have been utterly laid waste, and the mass of the population are left untutored and untamed. The general impression has been, any body can teach a common school, because it is *common*, and no one expected that the children who attend the district school could learn any thing but evil. Hence every district must have its select school, and no teacher qualified to teach would enter a district school. All who had money, and cared for their children, or for the interests of education, have fostered the academy or select school. And the legitimate result of this system has been the creation and increase of odious distinctions in society, and a would-be literary aristocracy among a free people—the very foster-children of monarchy and despotism. Now let the scene be changed. As soon as may be, let all our academies and select schools be abandoned; and let us have a system of common school instruction, that shall make the district schools what high schools and academies never have been and never can be, “the people’s colleges,” in which the mass of youth and children shall be taught *first*, the elementary principles of a sound and thorough English education, and be led on step by step, until every child in the land shall possess the intelligence which a free people may and ought to possess.

Let a system be adopted that shall qualify teachers for their business. Let school-teaching become what it ought to be—a profession. Let teachers in our academies and high-schools not think of coming down, but let them come up to the higher honor of training the many rather than the few. Let them come up to a nobler and more extended field of enterprise and effort, and shed upon the mass of mind the light of practical science, and the principles of sound morality. Let them become men and women of practical intelligence, and mor-

al worth. Let them become permanent, with a permanent and competent salary. And upon such vantage ground, let them train and develop the mass of mind, and all odious distinctions will pass away. Let all classes enjoy the equal benefits of an enlightened education, and wealth, or birth, or blood will cease to be the standard of worth and influence. Our young men and young women will come upon the stage, to love and respect each other, because each will possess what is lovely. One can no longer look down upon another, because he is poor. Each is intelligent; each possesses intellectual and moral worth, and can stand upon the same platform with his associate. Such a state of things would throw over society a charm that is exceedingly desirable.

A distinguished female writer has remarked, that talent and worth are the only eternal grounds of distinction. To *these*, the Almighty has affixed his everlasting patent of nobility. And the sentiment is an honor to the sex. Nobility based on any other principle, is a mere pageant, a counterfeit, and not the true coin. Let all be educated alike, and odious distinctions would be scarcely known; or, if known, would be scarcely felt. Let the great state of Ohio adopt the system of the older states, and improve upon their plans. Ohio is well able to do it. To nobler aims or ends her energies cannot be directed. And now is the time. Our rank and position among the states of the Union, call for immediate action. Our interest and honor demand it.

The results of our popular elections are forcing upon us the necessity of popular education—the thorough education of the whole people. This desirable object can be accomplished only by raising the standard of education in the primary schools. These schools must do for the people all that needs to be done to make them capable of self-government. Republicanism is based upon this principle; and unless this principle be revived, acknowledged and felt in all our rising states, our increasing population will drive us on to ruin. And who shall say, in view of facts already developed, that there is not now an amount of ignorance among the mass, which if not enlightened and controlled, will dig the grave of our liberties. And has not the time come, when the people, magistrates and senators, judges and civilians, ministers of religion, and men in all the departments of life, should employ their tongues and their pens in the cause of education? Ohio is the first state in the great west, and our influence for weal or woe is felt through the length and breadth of the great valley. There is a wave of life coming up from the east. It is for Ohio to catch this wave, and roll it westward to the utmost limits of this valley.

#### TEACHERS' INSTITUTES IN OHIO.

The LAKE CO. TEACHERS' INSTITUTE held a session of one week, commencing on the 19th ult.

The third session of the GEauga Co. TEACHERS' INSTITUTE, will commence on the 27th of October, and continue two weeks. The TRUMBULL Co. INSTITUTE will commence on the same day, and continue two weeks.

The ASHTABULA Co. INSTITUTE will hold a session of two weeks, commencing on the 10th of November.

## INTELLIGENCE.

The Legislature of Maine has passed an Act providing for the appointment of a State Board of Education, to consist of one member from each of the fourteen counties in the State.

The three State Normal Schools of Mass. are now in successful operation, new and valuable buildings having been recently erected for the accommodation of the one located at Bridgewater, and that at Westfield.

When shall Ohio have a State Normal School established at Columbus, and endowed as liberally as are the Institutions for the Blind and the Insane?

The Trustees of Miami University, at Oxford, O., have voted to instruct, free of tuition, one student from each county in the State. The candidates for this gratuity are to be selected and recommended by the Boards of School Examiners in the several counties.

The friends of education in Delaware county have recently held a meeting and formed a Society for the promotion of the cause. The Society was addressed by the venerable Albert Pickett, Sen., President of the Western Literary Institute and College of Teachers. Rev. H. Vandeman is President, and James Eaton Cor. Secretary of the Society.

The meeting of the "Warren Co. Teachers' Institute," on the 17th of August last, resulted in the formation of a County Teachers' Association, of which C. C. Giles, of Lebanon, is President, and Wm. F. Doggett, Cor. Secretary.

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### THE JOURNAL, VOLUME II.

The second volume of the Ohio School Journal will commence on the first of Jan. next, and be published monthly, in its present form, at fifty cents per year.

POSTAGE ON THE JOURNAL.—The Ohio School Journal is an Educational Newspaper, and as such is subject only to Newspaper postage.

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### NOTICES OF BOOKS, &c.

TOWN'S CHART OF ELEMENTARY SOUNDS. Published by Sanborn & Carter, Portland, Me., 1846.

A MAP OF OHIO, with the new counties delineated. Published by J. H. Mather & Co., Hartford, Ct., 1846.

THE YOUNG CHOIR, OR SCHOOL SINGING BOOK, by W. B. Bradbury and C. W. Sanders. New York: M. H. Newman.

OUTLINES OF ASTRONOMY, in a series of Maps with a Key. Prepared by Rev. H. Mattison, and soon to be published by Huntington & Savage, New York.

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THE OHIO SCHOOL JOURNAL will be published monthly, and a series of six numbers, issued before the 1st of January next.

### TERMS FOR THE SIX NUMBERS.

For single copies, 25 cents; nine copies, \$2.00; 14 copies, \$3.00; 19 copies, \$4.00; 25 copies \$5.00—a discount of 20 per cent. being made where 25 copies or more are sent to the same of fice.

Mr. H. F. Wilcox, (Agent for Mitchell's Outline Maps), is authorized to receive subscriptions for the Journal.

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YOUNGLOVE'S STEAM PRESS—CLEVELAND.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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## STATE COMMON SCHOOL SOCIETY.

From the accounts contained in this number it will appear that a deep interest in the cause of education is already awakened in a large number of counties in the state. It is to be hoped that this interest will continue to increase, that the friends of the cause will not for a moment falter, or in the least relax their efforts; nothing but untiring activity, sleepless vigilance and persevering industry can accomplish the objects at which the intelligent friends of popular education aim.

To disseminate intelligence on all important topics connected with this cause; to awaken the whole community to a sense of the importance of common schools,—the necessity of a thorough supervision of all its departments in order to anything like an efficient administration of the school system,—the desirableness and the practicability of educating Teachers for their employment, the union and consolidation of small and feeble districts, the establishment of Union Schools, thus securing a gradation of schools and all the advantages arising from a proper classification of pupils and a division of labor on the part of instructors, and ensuring the more general employment of female teachers and bringing within the reach of every child in the state the opportunity of acquiring not only the elements of reading and writing but a thorough acquaintance with all the branches necessary to prepare one for the business of life;—these are some of the high objects before the friends of general education in this state.

For the more effectual accomplishment of these objects we would respectfully suggest the propriety of forming at some time during the latter part of the present or the first part of next month, a **STATE COMMON SCHOOL SOCIETY**. As the Legislature and the Court in Bank will then be in session, a large number of the friends of education, from nearly every part of the state, will be in Columbus, and should it not be consistent for County Educational Societies and Teachers' Associations to send in delegates, those sojourning in Columbus might easily be empowered to act as such, and thus an efficient organization might easily be effected and when once effected, might be the means of untold good in promoting the cause.

Should such a movement be thought advisable, notices of the meeting will probably be published in the papers at Columbus.

### MR. BARNARD'S VISIT TO OHIO.

IN the Sept. number of the Journal, allusion was made to the fact that the Hon. H. BARNARD of Rhode Island was expected to spend some time in this state laboring to promote the cause of education. During the last month, this gentleman visited a few places in the state and lectured to large and intelligent audiences with great acceptance; he has now returned to his labors in R. I. with the intention of visiting Ohio again during the present winter.

As many of our readers may not be acquainted with Mr. Barnard, or with the extent and success of his past labors, it may be well to state that he was for four years Secretary of the State Board of School Commissioners in Connecticut: that during that time he edited the "Conn. Com. School Journal," one of the most valuable papers ever issued in the Union; that he visited and examined the schools of the state, met and addressed teachers and citizens, prepared plans for school-houses, circulated books, tracts and pamphlets on education, and superintended the instruction of a class of teachers; and that under his labors the Schools of that state were rapidly improving, and the whole community becoming deeply interested in the cause of education.

But we cannot so well sketch the history of the whole movement with which he was connected in that state, and of the illiberal and cruel manner in which his heaven-approved labors were terminated as in the glowing language of Mr. Mann.

"The year after the Massachusetts Board of Education was established, an organization almost identical in its form, and entirely so in its object, was created in Connecticut. For carrying out its measures of reform and improvement, an agent was selected,—Henry Barnard, Esquire,—of whom it is not extravagant to say that, if a better man be required, we must wait, at least, until the next generation, for a better one is not to be found in the present. This agent entered upon his duties with unbounded zeal. He devoted to their discharge his time, talents, and means. The cold torpidity of the State soon felt the sensations of returning vitality. Its half-suspended animation began to quicken with a warmer life. Much and most valuable information was diffused. Many parents began to appreciate more adequately what it is to be a parent. Teachers were awakened. Associations for mutual improvement were formed. System began to supersede confusion. Some salutary laws were enacted. All things gave favorable augury of a prosperous career. And it may be further affirmed, that the cause was so administered as to give occasion of offence to no one. The whole movement was kept aloof from political strifes. All religious men had reason to rejoice that a higher tone of moral and religious feeling was making its way into the schools, without giving occasion of jealousy to the one-sided views of any denomination. But all these auguries of good were delusive. In an evil hour, the whole fabric was overthrown. The Educational Board



was abolished. Of course, the office of its devoted and faithful Secretary fell with it. As if this were not enough, the remedial laws which had been enacted during the brief existence of the Board, and which might have continued and diffused their benefits without the Board, were spitefully repealed.\*

The whole educational movement in Connecticut, or rather, the body in which the vital movement had begun, was paralyzed by this stroke. Once or twice, since, it has attempted to rise, but has fallen back prostrate as before."

And this was done, not because the Secretary was unfaithful to his trust, or uninterested and inefficient in the performance of his duties, for in relation to these points, the Board of School Commissioners made the following statement. "We can truly bear testimony to the indefatigable exertions and ability of the Secretary, which he has exhibited from the beginning, in promoting the objects of his appointment. His labors will long be felt in our schools, and be highly appreciated by all who entertain just and liberal views on education."

Soon after the close of his labors in Ct., the Legislature of R. I. authorized the Governor to employ an Agent to visit and examine the schools of the state and report their condition to the Legislature. The services of Mr. Barnard were secured and, in the fall of 1843, he entered upon the discharge of his duties. His first object was to become acquainted with the actual condition of the schools and the defects of the existing system. The plan adopted for this purpose is described in his Report, and the needed information was obtained:

"1. By personal inspection and enquiry, since my appointment I have visited every town in the state twice, and those towns where improvements were in progress more frequently.

2. By circulars addressed to teachers and school committees.

3. By the official returns and reports of school committees.

4. By statements in public meetings.

"As at once the condition and the source of all thorough, extensive and permanent improvement in the public schools, I have aimed to disseminate, as widely as possible, a knowledge of existing defects and practical remedies, and to awaken in parents, teachers, school committees, and the public generally, an intelligent and active interest in all that relates to the advancement of public schools and popular education. Among the means resorted to for these objects, the following may be specified.

1. By public lectures.

2. By conversation and written communications.

3. By circulating tracts, periodicals and documents relating to schools, school systems and education generally.

4. By establishing a library of education in every town.

\* We have been credibly informed that the chairman of the Committee on Education, in the Connecticut House of Representatives, who reported the bill for abolishing the Board, *not being able to draw up a decent report himself*, paid an involuntary homage to the cause of learning which he was about to stab, by employing another to draft a report for him.

5. By recommending and aiding in the formation and proceedings of associations for the improvement of public schools.

6. By assisting school committees in the selection of teachers.

7. By encouraging the more extensive and permanent employment of female teachers.

8. By introducing a gradation of schools in the manufacturing and other populous districts.

9. By recommending and assisting in the formation of Teachers' Associations, or Institutes.

10. By an itinerating Normal school agency.

11. By preparing the way for at least one Normal School.

12. By devising and making known improved plans of school-houses.

13. By encouraging the introduction and aiding in the selection of school apparatus and libraries.

14. By Lyceum, Lecture, and Library Associations.

15. By preparing a draft of a school act."

The main features of this whole movement may be stated under a few heads and its objects brought distinctly before the mind.

1. To diffuse information among the whole community.

2. To awaken school officers, teachers and parents to a sense of their duties and responsibilities.

3. To provide good school-houses, furnish them with apparatus, libraries and all the requisites for thorough and systematic instruction, and to secure a proper classification of the pupils.

4. To prepare teachers for their employment.

5. When the people were fully prepared for it, to make such changes in the school system as enlightened experience suggested and their necessities required.

We have given this plan thus at length, because we believe it to be essentially the course which must be pursued, in our own or any other state, in effecting a thorough reform of its schools, and because it has been successful in producing in that state a reform more radical, far reaching and salutary than any which had previously been accomplished in any state of the Union.

It is therefore with the utmost pleasure that we announce to the people of Ohio that Mr. Barnard is expected to return to this state in Jan. or Feb. next and commence a series of labors like those performed in Rhode Island.

We look forward to his coming with the highest hopes and the utmost confidence that if his efforts are commenced here under favorable auspices, if the friends of the cause give him their cordial support, if the people greet him as a messenger of good, are willing to listen to his counsels, to profit by his teachings and avail themselves of his large experience, his visit may be the harbinger of a brighter day in Ohio, and his sojourn with us be remembered by the present and all coming generations with unmingled gladness and unfeigned gratitude.

[FOR THE OHIO SCHOOL JOURNAL.]

## THE TEACHER'S MISSION.

NUMBER III.

WE now pass to the consideration of the last inquiry proposed, *What are the qualifications necessary to fit a person for the Teacher's Mission?*

This may be inferred, in some degree, from the nature and scope of the mission itself, already briefly and imperfectly presented; and, though the field is wide and greatly diversified, the talents and acquirements of the occupant should be commensurate. Indeed, so great a variety of qualifications is demanded to meet the responsibilities and rightly discharge the duties of this station, that we can hardly expect to find the individual who possesses them in an eminent degree; nevertheless, they are such as may be acquired or greatly improved by culture. We will briefly allude to a few of the more prominent ones only, leaving it to the reader's imagination to fill up the sketch.

First, he should possess a strong, clear, and vigorous mind, capable of close application and untiring perseverance—of separating the false from the true—of refuting the one and enforcing the other—a mind fitted by the Creator for the noblest work ever assigned to man; the impress of whose signet should be meet to enstamp on other minds, in lines never to be obliterated.

Second, that mind should be cultivated. I do not mean by this a thorough and minute acquaintance with the branches to be taught merely, though this, of course, is a sine-qua-non, but far more than this—such a discipline of its powers and faculties as shall fit the mind to act most efficiently and successfully under all circumstances, that it may be able not only to perceive truth clearly itself, but also to impress it clearly upon other minds. To this end a quick perception is requisite, in order to seize upon the best avenues to the minds and hearts of others; to decide readily upon character, and to be able to turn those decisions to good practical account. There must also be cool and deep reflection, capable of tracing cause to effect and effect to cause; of laying plans wisely and judiciously, and steadily pursuing them to a successful consummation. Especially must he be able to control his own spirit; if he fails here, he fails fatally, and his danger is by no means small, beset as he must be, from the very nature of his employment, by a thousand little annoying circumstances, well adapted to test that most admirable of all the cardinal virtues, *patience*. He should be able to surmount all these and to pursue the even tenor of his way, calm and unruffled, and diffuse the same spirit around him.

Third, he should possess a facility in imparting instruction; an aptness to teach; the ability to imprint the idea warm from his own mind distinctly upon that of the pupil, or judiciously to direct his investigations, so that he may grasp the truth himself and by his own

effort make it his. To accomplish this, he must have distinct views of the subject in his own mind, and clear views also of the nature of mind and its different manifestations in different individuals, that he may adapt himself to the never ending variety which he will be called to meet. There are many who almost utterly fail in discharging the duties of this mission, not from mental incapacity, not from a want of adequate conceptions of the subjects taught, in their own minds, nor from a want of a sincere desire to be useful or effort to be so; but from inability to approach the minds of others—not apt to teach. That this essential portion of fitness for the mission may be cultivated, all will admit, and that there is an essential difference in different individuals, placed in circumstances precisely similar, no careful observer will deny, or that there are some who would do well to seek almost any other field of usefulness rather than this.

Fourth, he should love the mission for its own sake. He should never enter upon it for sordid lucre's sake; this is degrading a noble, I had almost said holy calling down to the level of the common herd of groveling pursuits among men, and if he should do this, disappointment will usually rebuke his presumption. If he is competent and faithful, it is true, he merits well at the hands of those among whom his mission bears him, for "the laborer is worthy of his hire," but this should never be the principal, much less the sole object of the true teacher.

Nor should this be made the stepping stone to something deemed, but mistakingly, more honorable, more worthy of regard—of aspiration. It is not subordinate to other pursuits, and he who would make it so is guilty of a serious wrong, of striving to inflict injury upon community—upon his race. Where in all the wide range—the almost infinite diversity of employments among men, can be found one surpassing in grandeur, in true greatness, the right development and culture of the faculties bestowed by our beneficent Creator? Where one more to be desired, more to be sought after by him who would be known and remembered as a benefactor of his race? In order to love the mission for its own sake, he must have correct views of its nature and extent; must feel its importance—its elevated and elevating character, inspiring him with new views, new conceptions of the great end of being, and especially of the incalculable importance of faithful, efficient and intelligent early culture. Wanting these, the great mainspring to successful and continued effort is gone; possessing them, none greater need be desired.

Fifth, he should possess a warm heart, alive to the kind sympathies and better feelings of our nature; he should be able to interest himself at once in his charge, not forgetting that he was once a child himself, and that many a child has become soured in his temper, grown up morose in his disposition, and eventually settled down a cold, selfish misanthropist, or abandoned himself to open vice, who might have been worthy, respected and useful, had some one kindly taken him by the hand, entered into his feelings, and by the sunshine of smiles and the music of kind words, awakened and nurtured in his breast

new emotions and new affections, and thus given a new impulse to his whole being. Nor should this interest stop with the pupils under his charge, it should embrace parents and patrons generally,—not feigned and hypocritical, but real, true. This will win their confidence and regard, and greatly aid in securing their co-operation, in accomplishing the object of his mission with them and their children:

Would any know its influence upon the child; let him recall scenes of his own early years,—the effect of a kind word or look of sympathy upon his young heart. The very recollection sends a thrill of pleasure, even now, through his soul; while on the other hand the cold look,—the scarce deigned reply, as the little offering of fruit was presented, or the bouquet of wild flowers plucked beside the pathway, even now sends its chilling influence over his feelings, as the scene, indelibly impressed upon his memory, rises fresh before him through the long vista of years. He who is above entering into the feelings of children, should never have them intrusted to his care.

Sixth, he should be an example in manners and habits worthy of the imitation of his pupils and fit for association with his patrons. Nothing short of this should ever be deemed sufficient—ever admitted. Many affect to despise these things as childish, unworthy the regard of intelligent minds; of such it need only be said, they are not yet educated. Anything that has an important influence upon the usefulness and happiness of the individual, cannot be regarded unimportant. That manners and habits have such an influence, I hazard nothing in distinctly averring.

Seventh, his mind and heart should be thoroughly imbued with the principles of religious truth—he should be a *christian*,—not a bigot or a dogmatist, but squaring his life, in all its relations, by the precepts of inspiration, like his divine Master going about doing good. scepticism may sneer, and freethinking cavil at this, but he who feels his weakness and frailty, and would discharge his responsible duties as he ought, will feel the necessity of aid from above.

Would my limits permit, I would gladly extend the subject farther, as the field has hardly been entered yet, but I must now leave it. May God speed the Teacher's Mission.

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#### WHY HAVE COMMON SCHOOLS ACCOMPLISHED SO LITTLE?

Doubtless one of the principal reasons why common schools accomplish so little, is the low estimate placed by the community upon the labors of the Teachers of these schools, the lack of sympathy with them and their pupils, and the entire want of a proper appreciation of the important work in which they are engaged. With those just emerging from college, or studying a profession and soon to enter upon the duties of active life all can sympathise. The Anniversaries of such institutions are objects of interest to all classes of the community. But who heeds the opening or the close of the district school, who attends the commencement of the *people's college*? In the labors of the Professor in the college or professional school all are

ready to manifest an interest, for him there seems no lack of sympathy, but who sympathizes with the elementary Teacher? Who regards the patience he must exercise who has to bear with the dullness and stupidity, the sickliness and waywardness of childhood? Who appreciates the labor and toil of him who forms the habits of our children and instills into their minds the principles and impressions upon them those lineaments which the Professor, (if haply they are ever entrusted to his care,) can only modify and polish, but can never eradicate or efface? Ought these things so to be? Ought the Teacher in the common, or even the infant school, to share no place in the sympathy or the respect of his patrons and the community?

True, his pupils are not to go forth with parchment and seal to testify their advancement, true, they are not immediately to enter upon the duties of public life. But they have *minds*, minds which are now pliant and impressible, and which are now receiving that bias which will give them the inclination they will retain through life, and the impression which time will not efface, nay, which eternity, so far from obliterating will only render more indelible. His pupils, too, are soon, very soon, to enter upon the duties of public life, they will soon demand a share of public attention, they may yet adorn society, add renown to their country and honor to humanity, or they may prove pests in society, a curse to their country and a disgrace to humanity, and their names appear high only on the calendar of crime. What a field then has the teacher of sixty or one hundred children and youth! If his duties are well and wisely performed, if those children are properly trained by him what may not they accomplish for their generation, their country and the world! Less than this number gave to the world the Declaration of Independence and enacted the first scene in the great drama, of which the enfranchisement, the civilization, and christianization of the whole human family shall be the *winding up*. Aye, and how many of that immortal band enjoyed only the advantages of a common school education, received the instruction of the faithful and indefatigable, though perchance *untitled* Teacher, who, in the rude cabin, it may be, with intense interest and a parental anxiety, watched their budding powers and with patient and persevering toil moulded and fashioned the elements of those characters which we now delight to honor and which future generations shall admire and venerate. Do any question the correctness of this representation? Do any doubt that the common schools have furnished those who have adorned our country and blessed the world? Where did Franklin and Sherman, West and Rittenhouse, Fulton and Bowditch acquire their school education? And what University honored the "Pater Patriæ" with its seal, or by "letters present," recommended him to the confidence, affection, and reverence of his countrymen, or was in any way instrumental in preparing him to stand forth the brightest name on the world's recorded history?

We have no wish to underrate the importance of a thorough collegiate or professional education, or to undervalue the higher institutions of learning, but we would if possible correct the feeling, a

common, which overlooks entirely the laborer in the most important stage of mental culture and bestows all its attention and sympathy upon those engaged in the later stages of development, and we bespeak for the common schools a much greater interest in the sympathies of all classes of the community; we insist that they have a claim to this, first, because they have done much for the instruction of the present, acting generation, and second, they are capable if rightly conducted and properly appreciated, of doing far more for the rising generation than they have ever accomplished for any two or three which have preceded them.

Amid the apathy on this subject, which so generally prevails, it is cheering to witness, now and then a generous appreciation of these schools on the part of those who are indebted to them for their early education, and have since risen to eminence.

As an instance of this kind we quote the following from an address, by his Excellency GEO. N. BRIGGS, governor of Mass., made at the dedication of the Westfield Normal School-House.

The Governor spoke of the blessings which the common schools had conferred, especially upon the poor and the necessitous who had no other means of education, and who, without them, whatever might be their love of knowledge or their aspirations after usefulness, would be condemned to hopeless penury and obscurity, as long as they might live, and would have no hope of leaving to their children a better inheritance. With a hesitancy and doubtfulness caused by contending emotions of modesty and gratitude which were struggling within him, he said that while the venerable speaker Dr. Humphrey, in his Dedicatory Address, was so graphically describing a specimen of the old school house of by-gone days, with its rickety benches, and its four legged slabs for seats, a scene had risen in his mind in which a poor boy, the son of a blacksmith, had occupied one of those self-same seats, and had there enjoyed the only opportunity for early education he had ever had; but poor as it was it had given him some of the rudiments of knowledge, and what was far better, it had awakened in his soul a desire for improvement; and under the impulse there received he had entered life under wholly different auspices from what he could otherwise ever have done; and year after year, the partiality and kindness of his fellow citizens had conferred honors upon him far beyond any ideas he ever possessed of his own merits—far beyond even his hopes or his dreams—until at last they had raised him to a station, in virtue of which the poor boy he had referred to had now the honor of standing before them on that most interesting—he might almost say that holy occasion;—and then, pouring his whole heart and soul into his voice, he exclaimed, “And now, let my tongue cleave to the roof of my mouth, and my arm fall from my shoulder-blade, if ever I cease to utter my gratitude to the Common Schools of New England, or grow weary in laboring to the uttermost of my ability for their improvement and elevation.”

[From the Common School Journal.]

## DUTIES OF SCHOOL COMMITTEES.

In our last, we endeavored to set forth the importance of one class of the duties of school committee men,—those which relate to the examination of teachers.

We will only add, on this point, that it is an excellent plan to examine *teachers*, as well as *schools*, by written or printed questions. In an examination so conducted, the candidate shows exactly what he can do ;—how he spells, how he writes, punctuates, capitalizes, constructs sentences, and so forth, as well as his ability to answer the questions propounded ; and he thus leaves a record of his competency or incompetency behind him. Committees would often save themselves from much censure and obloquy if they would examine in this way ; for a rejected candidate would be cautious about condemning his judges, if he knew that he had left, in their possession, and in his own handwriting, good reasons for the decision they had made.

So far, we have counselled not only thoroughness, but even some degree of rigor, on the part of the committee. While a candidate is suing for a school, the committee are to take nothing in his favor for granted,—to assume nothing in his behalf on trust. Every applicant must make out affirmatively a clear case of fitness. The attribute which the committee are to exercise is not that of charity, but justice. They are to act under the sentiment of fear, rather than of hope. They are to consider all the rising generation of the town as gathered around them, claiming their protection, cowering beneath the shield which it is their duty to uphold ; and they are to look with jealousy upon every one who seeks to be installed over those children, and to administer to them the bread and water of life. They are not to commit trusts so precious and enduring to any man, until they *know* whether he be a false shepherd or a true one ; whether he has come to fatten upon the flock, or to feed it.

But when the committee, with the full approval of reason and conscience, have given to the candidate a certificate of qualification, the relation between them changes at once and entirely. From one of distrust, it becomes one of confidence. From one of jealousy and fear, it becomes one of favor and hope. Before, all presumptions were against the candidate ; now, all are in his favor. While he was a suitor for the school, the committee were bound to be rigorous, exacting, and suspiciously vigilant ; but now, when he has wooed, and won, and wedded it, nothing but some very grave cause should alienate affection, or can justify the extreme measure of divorce.

As soon as the committee have given their certificate of approval, the teacher, in a very comprehensive sense, is *their* teacher. They have adopted him, they have chosen him as one of their agents to carry out a great work for which they are accountable ; and hence, in a most extensive sense, they are officially and personally responsible for his success.



Among the new duties, growing out of the new relation between the committee and the newly-constituted and freshly-commissioned teacher,—a relation which the committee themselves have assented to and established,—is that,

1. Of propitiating, in his behalf, the good-will of the district in which he is to keep school.

It often happens that there are prejudices on the part of one, two, or a few families, against a teacher whom the committee have felt bound, on a consideration of all the circumstances, to approve. Between such families and the teacher, the committee should be mediators. Suppose that, in order to an interview with one or more such malecontents, for the purpose of disarming them of their hostility, or of disabusing them of their prejudices, or of conciliating their good-will in behalf of the teacher, the members of the committee should be obliged to ride an extra mile or two, or to prolong their absence from home till a later hour,—are any such trifling and transient inconveniences to countervail, for a moment, the vast gain of a harmonious opening of the school, and of a voluntary and cordial co-operation of *all* the parents in promoting its welfare? Suppose it should even require a special visit, on the part of some member of the committee, to allay the groundless animosities of some individual or family against the proposed teacher, or to avert the spontaneous injustice of partisans or sectarians, or to conciliate the charitable interpretations of those who seem to have been born with a supernumerary instinct for grumbling and querulousness,—cannot the committee do as much as this to secure the acquisition of so great a good?

But, in most cases, no great extra trouble will need to be taken in order to secure these important objects. The common occasions and chances of life will generally bring the committee in contact with such of their townsmen as may need these special appeals. If the committee have the desire and purpose to do so important a work, if their minds are full of it, there will be no lack of opportunity. "Where there is a will, there is a way," says the proverb. In ninety-nine cases in a hundred, if there be any failure, it will be for want of the *will*, not of the *way*.

2. The duty of visiting the schools, at least as often as the law requires, and of availing themselves of every such occasion to impress upon the minds of the children the necessity and the utility of good conduct, obedience to the teacher, and diligence in study, is so obviously within the narrowest definition of a school committee man's indispensable obligations, that it requires but a small amount of intellect to see it, and of conscience to feel it.

In regard to the enforcement of all duties, whether pertaining to the school or to the world, upon the minds of the scholars, we may say that it should always be done in an apt, intelligible, and attractive manner. For this, unless the speaker possesses the gift of extraordinary genius, some preparation will be necessary. And why should a committee man ever venture to go into a school and attempt to imbue the minds of the children with the most important truths, and

to make ineffaceable impressions upon their susceptible hearts, without meditating beforehand upon what he is to say, and how he shall say it? Why should he do this, any more than a lawyer should go into a court-room, or a clergyman into the pulpit, without forethought of what he is to say to bench, jury, or congregation? Why should the committee go there to torpify the music-loving ears of the young with their dull monotones, or to pour upon vivacious and glowing hearts a soporific and frigorific stream of words? They should touch the nerves of the children with some other electricity than that of the torpedo. The result, however, of all previous preparations for addressing children, should be simplicity and clearness, not profundity nor terseness. The committee should add another string to the lute of persuasion, and another color to the bow of promise, and another layer of adamant to the foundations of truth.

At these visitations, also, the committee should vigilantly watch the modes of the teacher in instructing, and his spirit in governing, the school; and, if they see anything amiss, or aught that care and effort can improve, they should either remain with the teacher after school, or seek the earliest opportunity to confer with him, and there, privately, in confidence and in kindness, communicate to him their views of his errors, whether those errors may consist in shortcomings or in over-doings. Their relation to the teacher of their appointment being that of friends and counsellors, their obligations to assist and to improve him are not only imperative, but they are too clear to require, or even to admit of, a lengthened exposition. Any teacher who is not incorrigibly perverse or enthusiastically self-esteeming, will accept such counsels with gratitude.

3. School committees are to keep an ever-open eye and ear for the first symptoms of discontent. They must extinguish difficulties while yet they are but sparks, and not wait till they have become a conflagration. If the fireman dozes even for a minute after the alarm-bell has sounded, or if he fails to take the shortest way, or to make the quickest speed, to the scene of danger, the flames, in the mean time, may have reached a height which it will mock his efforts to subdue; or, at least, for every moment of delay, the loss and the peril may be immensely aggravated. So it is in regard to school strifes. They are emphatically like the letting out of water. At the beginning, they may be stayed; but no geometrical reduplications, or law of the accelerated velocities of falling bodies, can adequately illustrate the swiftly-accumulating mischiefs of delay, when dissatisfaction against a teacher begins to prevail in a neighborhood, or insubordination in the school. When, therefore, the anxious ears of the committee shall hear the faintest note of alarm, they should be on the spot at once, and silence the whisper, that it may not grow into a whirlwind.

# TEACHERS' INSTITUTES IN OHIO.

Below is a list of the Institutes which have been attended in the State thus far. The first two were attended in 1845 and the remainder in the present year.

| No. | Name of the Institute. | Where held.  | When.   | How long. | Board of Instructors.                            | No. of pupils. |
|-----|------------------------|--------------|---------|-----------|--------------------------------------------------|----------------|
| 1   | Erie County,           | Sandusky ct. | Sept. 2 | 2 weeks.  | S. Town, A. M., A. D. Lord, M. F. Cowdery.       | 100            |
| 2   | Geauga "               | Chardon,     | Oct. 22 | 2         | A. D. Lord, M. F. Cowdery, M. D. Leggett.        | 140            |
| 3   | " "                    | "            | Apr 20  | 1         | A. D. Lord, M. F. Cowdery, M. D. Leggett.        | 200            |
| 4   | Warren "               | Lebanon,     | Aug 17  | 1         | C. C. Giles, Messrs. Edwards, Daggett, & others. | 30             |
| 5   | Oberlin,               | Oberlin,     | Oct. 1  | 1         | Salus Town, A. M., H. E. Whipple.                | 250            |
| 6   | Seminary,              | Kirtland,    | " 6     | 1         | A. D. Lord, M. F. Cowdery, J. Nichols, H. Benton | 75             |
| 7   | Richland Co.           | Mansfield,   | " 11    | 2         | Prof. I. J. Allen, W. Colby, J. Hurty, A. M.     |                |
| 8   | Lake "                 | Palmsville,  | " 19    | 1         | A. D. Lord, M. F. Cowdery, J. Cowles, J. Nichols | 88             |
| 9   | Geauga "               | Chardon,     | " 27    | 2         | M. J. Leggett, T. W. Harvey.                     | 149            |
| 10  | Trumbull "             | Warren,      | " 27    | 2         | A. D. Lord, W. G. Darley, T. N. Haskell.         | 70             |
| 11  | Ashtabula "            | Jefferson,   | Nov 10  | 2         | A. D. Lord, M. F. Cowdery, Z. C. Graves.         | 135            |

From the above it will be seen that an aggregate of more than 1200 persons, (or more than *one-tenth* of the 12,000 employed in teaching Common Schools in Ohio,) have already been instructed in Teachers' Institutes.

To this tabular list we append the Reports of two of these Institutes, reserving a more extended notice of others till some future time.

[For the Ohio School Journal.]

**MR. EDITOR:** In the early part of October, we were favored with a visit of a week from the Hon. Salem Town of the State of New York, and we improved the opportunity by holding a sort of Teachers' Institute among ourselves.

About 200 or 250 of the students attended. Instruction was given in the branches usually taught in common schools, by Mr. Town assisted by H. E. Whipple. Evenings Mr. Town lectured upon topics connected with the general subject. At the close of the last evening the following resolutions were unanimously adopted.

*Resolved*, That in our opinion theological seminaries, colleges, and high schools, together with editors, ministers of the gospel and professional men generally, fail to discharge their high responsibility to God, to the world, and their country, unless they deeply interest themselves in behalf of common schools.

*Resolved*, That it is a fact to be deplored that, while our leading religious periodicals have ample space for all other schoolisms, they seem to have none for common schoolism.

*Resolved*, That we return our sincere thanks to Hon. Salem Town for the very interesting and profitable lectures and instructions, which we have received from him during the week he has been with us, and we pledge ourselves to him to give our pupils the benefit of them, the coming winter as far as lies in our power.

*Resolved*, That we highly approve of Town's Speller and Analysis, and commend them to the public as works of singular merit, making in fact a perfect key to the English language.

*Resolved*, That we ask the Oberlin Evangelist, the Ohio School Journal, and the New York State District School Journal to publish these resolutions.

H. E. W.

Oberlin, Dec. 10, 1846.

#### TEACHERS' INSTITUTE OF RICHLAND COUNTY.

According to notice previously given, on the 11th of Oct., was organized a Teachers' Institute at Mansfield, by appointing Professor I. J. Allen, H. Colby, Esq., and Josiah Hurty, A. M., a board of Instruction. As this was the first institute ever held in this county, the class of Teachers was not so large as it is confidently hoped it may be hereafter when the utility of such organization shall be better understood and more fully appreciated by teachers of common schools.

The A. M.'s were occupied by Messrs. Allen and Colby, and the P. M.'s by Mr. Hurty. Prof. Allen gave instruction in Elocution, disciplining the voice and elucidating the principles on which a good elocution rests—he also gave lectures before the class on the most useful topics of Natural Philosophy, in which the various topics presented were most eloquently and ably discussed. Mr. Colby, an experienced teacher, gave instructions in English Grammar and Poetical Analysis, in which the general philosophy of language and the best method of teaching this branch of education was ably discussed. Mr. Hurty in-

structed in Orthography, Geography and Mathematics. His method of instruction was new in many respects to all except his own students, but we cannot fail to express our approbation, and acknowledge the very great benefits we received from his instruction. In Orthography the sounds of the letters were classified and words were analyzed and that important but much neglected branch of education was exhibited in a new and interesting dress. In arithmetic every rule and principle was demonstrated, and by analysis the solution of problems was greatly facilitated, and the best method of teaching mathematics was discussed.

Practical lectures were at various times given by the several teachers on the best method of organizing and governing schools—the various ways of engaging the attention of students, and of making school a place of animated intellectual excitement rather than of dull mechanical drudgery. At the close of the session there was organized a “Teachers’ Association of the county of Richland,” designed for the mutual improvement of teachers who wish to improve the character of our Common Schools by better qualifying themselves for the work.

The following resolutions were prepared by a committee appointed by the class for that purpose :

*Resolved*, That the subject of Common Schools is entitled to not only the *favorable* consideration but deserving of the *efficient action* of every philanthropist and christian in our land and that it is the duty of every one engaged in the business of teaching, to qualify him or herself well, not to have a few facts only, but to have the mind well stored with knowledge and then to know how to impart that knowledge to others.

*Resolved*, That the standard of qualifications for teachers ought to be elevated and the character of our schools to be improved ; and that there are no means by which it can be so readily and effectually accomplished as by Inspectors giving certificates to none but those truly competent to *teach* and by the general organization of Teachers’ Institutes in every county in the State.

*Resolved*, That we hereby express our high obligation to the board of Instruction for their enterprise in appointing this Institute, and for the able and interesting instruction imparted by each of them in the several departments.

*Resolved*, That we now organize ourselves into a Teachers’ Association, to hold its meetings at such time and place as agreed upon from time to time. That every teacher and friend of general education be invited to become engaged with us.

*Resolved*, That a suitable person be procured to deliver an address at our next meeting, to be held on the 2d of Jan., 1847, at Mansfield.

*Resolved*, That the editors of each periodical in this place be requested to publish the above—also the Ohio School Journal and the Ashland Standard and Democrat.

LORENZO HAYNES, Sec.     ALBERT F. MATSON, Chairman,  
Nov. 3d, 1846.

### EDUCATIONAL PAPERS.

**THE FREE SCHOOL CLARION** is edited by W. Bowen, M. D., and published at Massillon, O., monthly, in quarto form, at fifty cents per year. Two numbers of this well filled sheet have come to hand, it promises to do good service in promoting the cause of popular education by means of common schools. We heartily wish it success.

**THE SCHOOL FRIEND** is published monthly, at Cincinnati, by W. B. Smith & Co., and sent gratuitously to Teachers and School officers throughout the State. It is worth more than twice the postage to any one who feels an interest in education.

**THE OHIO SCHOOL JOURNAL.**—The Journal was commenced rather as an experiment, the prospectus extended no farther than six months, because, as so many publications of the kind had failed, the Editor was unwilling to awaken expectations he might be unable to fulfil. It is hardly necessary to say that, thus far the work has not paid for the paper and printing, about three hundred additional subscribers are wanted to defray these expenses.

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### NOTICES OF BOOKS, &c.

**A UNIVERSAL PRONOUNCING GAZETTEER**, third edition with an Appendix and Map, by Thomas Baldwin. Lindsay and Blakiston, Philadelphia: 1846.

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**PRACTICAL ELOCUTION**, containing Illustrations of the Principles of Reading and Public Speaking, by Samuel Niles Sweet. Albany: Erastus H. Pease, 1846.

**A NEW SYSTEM OF MODERN GEOGRAPHY**, for the use of Schools and Academies, by R. M. Smith. Philadelphia: Grigg & Elliott, 1846.

**COMMON SCHOOL ALGEBRA**, by Thomas Sherwin, M. A., Principal of the English High School, Boston. Philips & Sampson, Boston: 1846.

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VOL. I.] KIRTLAND, OCT. 15, 1846. [NO. 1'

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## THE OHIO SCHOOL JOURNAL,

Edited by Asa D. Lord, M. D.

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### OPINIONS OF THE PRESS.

*From the Com. School Journal, edited by Hon. H. Mann, Boston, Mass.*

We hail with welcome the appearance of the "Ohio School Journal," and we wish it a long and prosperous existence.

*From the Essex Co. Constellation, edited by John S. Foster, Newburyport, Mass.*

We have received the first and second numbers of the "Ohio School Journal." All honor to those friends of education who are laboring to advance the cause in that most important portion of our Union, the Great Western Valley. The editor enters upon his work with a zeal and energy which we trust will ensure him much success.

With such high aims and ardent desires to benefit his fellow-beings, every patriot will rejoice to bid the editor God speed in the work upon which he has entered.

*From the Free School Clarion, edited by W. Bowen, M. D., Massillon.*

The "Ohio School Journal," published at Kiriland, is the only paper of our acquaintance in the State, designed to further the Common School interest. It is very ably edited, and deserves the public's largest patronage.

*From the School Friend, published at Cincinnati by W. B. Smith & Co.*

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*Oberlin Evangelist.*

We insert the Prospectus of the "Ohio School Journal," published by Mr. A. D. Lord. We do so with the greater pleasure from the fact, first, of our acquaintance with that gentleman and our belief of his capability and fitness for the undertaking he has commenced; and second, from the ability and appropriateness of the work itself.

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*Ashtabula Sentinel.*

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N. B. Publishers of newspapers who give this prospectus three insertions, shall receive the work one year.

June 12, 1846.

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# THE OHIO SCHOOL JOURNAL.

Edited by Asa D. Lord, M. D.

## OPINIONS OF THE PRESS.

*From the Com. School Journal, edited by Hon. H. Mann, Boston, Mass.*

We hail with welcome the appearance of the "Ohio School Journal," and we wish it a long and prosperous existence.

*From the Essex Co. Constellation, edited by John S. Foster, Newburyport, Mass.*

We have received the first and second numbers of the "Ohio School Journal." All honor to those friends of education who are laboring to advance the cause in that most important portion of our Union, the Great Western Valley. The editor enters upon his work with a zeal and energy which we trust will ensure him much success.

With such high aims and ardent desires to benefit his fellow-beings, every patriot will rejoice to bid the editor God speed in the work upon which he has entered.

*From the Free School Clarion, edited by W. Bowen, M. D., Massillon.*

The "Ohio School Journal," published at Kirtland, is the only paper of our acquaintance in the State, designed to further the Common School interest. It is very ably edited, and deserves the public's largest patronage.

*From the School Friend, published at Cincinnati by W. B. Smith & Co.*

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*Oberlin Evangelist.*

We insert the Prospectus of the "Ohio School Journal," published by Mr. A. D. Lord. We do so with the greatest pleasure from the fact, first, of our acquaintance with that gentleman, and our belief of his capability and fitness for the undertaking he has commenced; and second, from the ability and appropriateness of the work itself.

For the good of the cause of Common Schools of Ohio, it is to be hoped that the "Ohio School Journal" will find its way into every family in the State.

*Ashtabula Sentinel.*

## PROSPECTUS OF THE SECOND VOLUME.

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PROSPECTUS OF THE

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THE  
OHIO SCHOOL JOURNAL,

EDITED BY

ASA D. LORD, M. D.

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VOLUME II.

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COLUMBUS:  
WILLIAM B. THRALL, PRINTER.  
1847.





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OHIO SCHOOL JOURNAL,

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WILLIAM B. THBALL, PRINTER.  
1847.

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**ENTERED, according to Act of Congress, in the year 1847,**

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**In the Clerk's Office of the District Court of the District of Ohio.**

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# THE OHIO SCHOOL JOURNAL.

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## REPORT OF THE STATE SUPERINTENDENT.

The Annual Report of the State Superintendent of Common Schools, is a document of such importance to the interests of education in Ohio that it has been thought advisable to devote the first three numbers of the present volume to a re-print of it. We commend the truths it reveals to the careful consideration of every friend of education and every lover of his country. Would that it might be read in every school room, and at every fire side, and pondered by every citizen of the State.

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### SECRETARY OF STATE'S OFFICE, COLUMBUS, January 1847.

In discharge of my duty as Superintendent of Common Schools, the following report is submitted :

If Ohio occupied the commanding position in educational interest, which her resources and rank justify and demand, it would be alike pleasant to prepare and contemplate the representation of her condition. The education of our youth has, however, been so shamefully neglected, that no one can consider it a pleasant task to abase his own pride, and the honor of his State, by presenting a truthful picture—one so disreputable to the highest glory of an enlightened people.

#### STATISTICS.

Number of whole districts, 5,676; fractional, 954. Number of common schools, 4,332; number of teachers—male, 2,581, female, 1,968; number of scholars enrolled—males, 19,834, females, 15,029; number of scholars in average daily attendance—males, 43,714, females, 36,367; amount of wages paid teachers from public funds—males, \$115,999 33, females \$45,258 89; amount paid teachers from other funds—males, \$22,237 88 5, females, \$10,245 88 5; number of months common schools have been taught—by males, 8,966, by females 6,361½; number of school houses built during the year, 164; cost of school houses and repairs, \$27,324 97; amount of building fund raised by tax this year, \$21,769 11; tax from county duplicate \$109,667 35 2.

By a comparison of these statistics, with those presented last year, it will be seen that the sluggishness of subordinate officers has increased. It might have been inferred from the exhibits of 1845, that the zeal and fidelity of school officers had reached their zero, and that deeper sinking was impossible, but the paradox of the poet, that there is a "lower deep beyond the lowest depths," is here, in some particulars, realized. Such delinquency upon no other subject would be tolerated, and it cannot but be regarded as a bitter sarcasm upon our intelligence and patriotism. Unusual exertions have been made by correspondence and circulars to enkindle energy and to stimulate the pride, in the absence of better motives, of those who are bound to fidelity by the obligations of law. The effort, in its influence upon subordinate officers, has been abortive, and to many of them may the language be appropriately applied, "trees whose fruit withereth, without fruit, twice dead, plucked up by the roots." They appear to stand aghast at the inefficiency of the school system, as the prophet did over the iniquities of Israel; but unlike him, they neither labor nor pray for their deliverance from this pitiable condition.

The county auditors generally, have exhibited commendable zeal in their endeavors to awaken enthusiasm and produce reform; but for want of sympathy and co-operation, at home, their wishes and efforts have not been consummated. If all had been animated by the same enthusiasm, which the veteran Superintendent of Ottawa county exhibited, who, although 65 years of age, rode several days for the purpose of collecting statistics, a more interesting exhibit of facts might be presented.

The only fact which has been given precisely by the returns, is the number of white youth in the State, between 4 and 21 years of age, and entitled to the privileges of common schools—this is 728,638. The certain apprehension of losing a proportionate share of the State bounty has produced remarkable fidelity in the matter. The reality in reference to other important items, which the school laws specify, and which ought to be known, can scarcely be approximated, in consequence of the uncertainty of any basis which may be selected. If, for example, Medina county (in which, according to the auditor's report, there are 151 whole, and 32 fractional districts) be taken as a standard, there would be, by a ratio according to population, more than 12,000 whole, and about 2,500 fractional districts in this State; if, however, the returns from Lake county, in this particular, be taken as a basis, the calculation would not make more than 10,000 whole, and more than 2,800 fractional districts. The circumstances which effect estimates are probably as extensive in other counties as in those designated. There are, judging from the most reliable data, between 10 and 11,000 whole, and from 1,500 to 2,000 fractional districts. To ascertain other important facts which indicate the real condition of schools throughout the State, the report from Meigs has been taken as a basis. The most satisfactory returns received this year, are those of Lake, Medina, Meigs and Knox; those of Medina and Lake are more comprehensive than the others, and that from Lake the fullest and most accurate. As the counties of the Western Reserve

hold a pre-eminent rank in educational energy and achievement, their attainments would constitute too high a standard for other sections. The population of Meigs, for general intelligence and means of education, may safely be assumed as holding an average position. There are in that county, as indicated by the recent enumeration, 6,508 youth between 4 and 21. By the report, 4,549 were enrolled in common schools. A similar proportion of the whole number for the State would give an enrollment of more than 500,000. From the other data given, and by the same process of calculation, these would be the results for the State:—Number of teachers—male, 12,000, female, 11,000; number of scholars in average daily attendance, 330,000; number of schools, from 21 to 23,000; amount of wages paid teachers from public funds—males, \$250,000, females, \$125,000; amount paid teachers from other sources—males, \$145,000, females, \$30,000; number of months common schools have been taught, 63,308; number of school houses built, 550; cost of building and repairing school houses, \$70,500; amount of building fund raised by tax, \$60,000. These estimates are sufficiently definite to indicate the meagreness of the returns received, and to show the importance of measures being devised by which accuracy may be obtained. It is disgraceful to the dignity and intelligence of Ohio, that faithlessness and culpable neglect, which characterize no other State interest, should prostrate the precious cause of education. If humanity did not cry—spare the offending youth, it would be a righteous retribution to punish such criminal indifference to public weal by an entire withdrawal of State patronage. It would be cheaper and more reputable to remove from all officers the responsibility of preparing or presenting returns, than to receive annually representations which torture public expectation, caricature the school system, and alienate sympathy and support from a cause so dependent for vitality upon public patronage. There is an adequate remedy for this grievance, which was exhibited in my last report, and which will again be adverted to in my remarks upon defects in school laws.

There are, however, in the midst of the darkness which envelops the common school system, some rays of light to inspire hope. One cheering consideration is, that *apathy* unmixed with *enmity* is the prominent and producing cause of our depression, and that the tone of public sentiment in regard to the necessity and utility of a system of general education is healthful and patriotic.

There may lurk in some bosoms a cordial dislike to such a measure, because it must draw supplies from their cherished stores of wealth; but this sentiment is so foreign to the spirit of the age and the genius of our institutions, that it either silently reposes in its cold retreat, or, if expressed, is protected by some plausible pretext. It is manifest from an extensive correspondence (a part of which is published in the appendix B.) with influential and intelligent gentlemen in different parts of the State, that there exists an abiding determination to invigorate and perfect our common school system. It is equally apparent, that any legislative action to advance this object will be hailed with enthusiasm, and aided by a zealous co-operation.

There are some practical evidences of improvement, which indicate the coming of a brighter day. Within the past year several Teachers' Associations or Institutes have been formed under encouraging auspices; these, added to those previously organized, will be specially noticed in another part of this report. In one or two of our cities, and in several towns, large and commodious houses have been erected, and other extensive preparations made for a more perfect organization. Another interesting indication of the advance of sentiment is, that within a few months, through the agency and commendable benevolence of a few generous friends of education in different parts of the State, very desirable and important aid in educational effort has been secured. Hon. Henry Barnard, of Connecticut, has acceded to the solicitations which have been pressed upon him, and will, during the next year, co-operate with the State Superintendent in measures for the advancement of common school education. Mr. B. was for several years engaged as Commissioner of Schools in Connecticut, and more recently as Secretary of the Board of Education in Rhode Island. His merits need no eulogy. His name and fame are brilliantly inscribed upon the admirable systems of general education which he has established — monuments more enduring than those of granite. It is pleasant to me to anticipate the aid and association of so valuable an auxiliary, and it is hoped that he will receive, as he merits, the approbation and distinguishing kindness of the citizens of Ohio.

### SCHOOL FUNDS.

The following statement exhibits the amount of irreducible stock paid into the Treasury; the amount paid to the several districts; and the amount of Common School Fund received and to be distributed during the year ending the 15th of November, 1847:

#### VIRGINIA MILITARY SCHOOL FUND.

Amount of said fund loaned to the Fund Commissioners, prior to the 15th of November, 1845----	\$135,018 82 7
Amount paid in by the register during the year---	15 13 0
	<hr/>
Interest on the above fund to be distributed this year,	8,102 02 2
Balance of this fund remaining in the treasury, Nov.	
15, 1846-----	3,605 28 3
	<hr/>
Total amount distributed, as will be seen by the tab-	
ular appendix-----	11,707 30 5
	<hr/>



## UNITED STATES MILITARY SCHOOL FUND.

Amount of said fund loaned to the fund commissioners prior to the 15th Nov., 1845-----	\$119,173 05 2
Amount paid by the register and treasurer during the year ending Nov. 15, 1846-----	698 04 0
Total amount loaned to fund commissioners-----	119,871 09 2
Total amount distributed during the year-----	<u>7,181 76 0</u>

## CONNECTICUT WESTERN RESERVE SCHOOL FUND.

Amount of said fund loaned to the fund commissioners prior to the 15th Nov., 1845-----	\$158,659 00 8
Amount of interest distributed during the year-----	<u>9,519 54 0</u>

## SCHOOL SECTION NO. SIXTEEN.

Amount of said fund loaned to the fund commissioners prior to the 15th Nov., 1845-----	\$977,274 70 4
Amount paid in by county treasurers during the year-----	22,688 54 0
Total amount of interest on the above distributed during the year, as per tabular statement-----	<u>59,729 91 9</u>

## MORAVIAN SCHOOL FUND.

Amount of said fund loaned to the fund commissioners prior to the 15th Nov., 1845-----	\$1,049 82 2
Amount of interest on the above distributed during the year-----	<u>62 96 8</u>

## STATE COMMON SCHOOL FUND.

Balance in the treasury, Nov. 15, 1846-----	\$31,775 56 5
Tax of half a mill on the dollar levied on the grand list and paid in by county treasurers-----	68,891 86 0
Amount paid through Auditor's office-----	690 53 0
Auction duties-----	1,120 44 0
Peddler's licenses-----	4,791 67 0
Tax on lawyers and physicians-----	4,909 21 0
Tax on insurance and bridge companies-----	923 62 0

Tax on banks-----	27,920 53 0
Surplus revenue interest, at 5 per cent.-----	91,268 81 6
	<u>\$282,292 24 1</u>
Amount distributed during the year, including \$450. 04 paid to Hocking county, as per special act of Legislature -----	200,459 04 0
Balance in the treasury-----	<u>\$31,733 20 1</u>

## RECAPITULATION.

## IRREDUCIBLE FUNDS.

Virginia Military School Fund-----	\$135,033 95 7
United States Military School Fund-----	119,871 09 2
Connecticut Western Reserve School Fund-----	158,659 00 8
School Section No. 16-----	999,963 24 4
Total amount of irreducible Common School Funds loaned to Fund Commissioners, and constituting part of the State debt-----	<u>\$1,413,527 30 1</u>

School funds distributed during the year to the several districts, being interest on the irreducible fund—

Virginia Military School Fund-----	\$11,707 30 5
United States Military School Fund-----	7,181 76 0
Connecticut Western Reserve School Fund-----	9,519 54 0
School Section No. 16 Fund-----	59,729 91 9
Moravian School Fund-----	62 98 8
	<u>\$88,201 51 2</u>
Amount of Common School Fund paid to the several counties of the State-----	200,459 24 1
Total amount distributed to the several counties and districts during the year-----	<u>\$288,660 75 3</u>

This full statement of the nature and extent of our school funds, is given to satisfy frequent inquiries made to this department. It is humiliating to contemplate our present educational condition, in view of the magnificent donations granted by the General Government for our benefit. The 1-36th part of our entire territory was dedicated, by those who laid the foundations of our political existence, to the education of the people—a capital sufficient, with the care and cultivation usually given to private property, to have yielded a permanent fund of eight or ten millions. Much of this land was leased between 1810 and 1820, at the very low price which lands then commanded, for the term of ninety-nine years, renewable forever, although subject to revaluation every twenty or thirty years. The condition of the leases was the payment of the interest annually. By a law, strange and inexplicable upon any principle of policy, wisdom or humanity, which was passed in 1827, tenants, upon the fulfillment of conditions easily met, were permitted to surrender their leases, and upon the payment of the amount of the original appraisement, obtained deeds in fee simple. In many cases, lands worth forty and fifty dollars were sold for four and six; and, in many townships, a loss, by this grievous sacrifice, was sustained of ten or fifteen thousand dollars.

If the epithet "plunder" has been applied, by common consent, to that law under whose operations our treasury now groans, what epithet could be selected sufficiently expressive, to indicate this act of darker dye, by which the bread of intellectual and moral life was taken from famishing thousands? It is a question which thrillingly appeals to our generosity and sense of justice, whether it be not the duty of our people to welcome every opportunity of repairing this wrong, by early and magnanimous acts of State liberality?

There are many fractional townships in the State not yet provided with school lands, in accordance with the provisions of the law of Congress of 1827, by which lands were given to each township, and fractional township, in proportion to its size. In some districts, locations were made; in others, in consequence of a want of good unappropriated land, no action has been taken. Some twenty or thirty thousand acres are yet due; and your consideration is solicited to the recommendation of a former Superintendent, that measures be devised for investigating and securing our claim. In consequence of inability to obtain reliable intelligence upon this point from the counties interested, no definite or intelligible mode of procedure can be suggested. Investigation will be instituted by the Auditor of State, and probably during the present year accurate information, upon which definite action may be had, will be obtained.

The expediency of a law, similar to one which exists in other States, by which all the counties would be required to raise an amount corresponding to that furnished by the State, is again urged upon your consideration. This, or some other equally effective measure, must be adopted, or the benign purpose of the law, in many counties, can never be accomplished. In many places the public money only is appropriated to the payment of teachers' wages, and

schools terminate when that fails. There is in my possession a letter from an intelligent friend of education in one of the wealthiest counties of the State, who states that thirty, out of thirty-nine school districts, in three townships, appropriated no funds for tuition excepting those drawn from the State. There are no means of ascertaining how extensively this practice prevails; but it must be evident to all, that it is a perversion of a common fund, fraught with evil to the cause of education. If this practice become general, the State bounty, so far from operating as a stimulus to private energy, as was contemplated by its creation, will act as an anodyne, deepening the insensibility and inactivity which now exist.

The whole sum appropriated this year, from the various public funds, \$288,660 55 2, may be regarded by many as a liberal appropriation; but how inadequate to our wants—how inconsistent with our appropriations for other objects—how inferior in generosity and greatness to the action of other States. Year after year our State Treasury has been *bled*, by the prescription of the Legislature, for canals, turnpikes, &c., until the patient has lost almost the signs of life. Some of those objects, which have absorbed more money than the total amount distributed by legislative bounty to common schools since the foundation of our government, now lie in comparative ruins,—monuments of reckless prodigality. The paramount and most precious interest of the State—the development of the intellectual and moral energies of those who are to mould its character and determine its destiny, is sacrificed, to gratify the rage for speculation, and advance schemes for pecuniary aggrandizement. We shall stand out, in the history of the world, as an anomaly, if our future career is not marked by destructive and frightful evidences of a mistaken policy, in preferring the magnificence of an enlarged and improved territory to the noble grandeur of a people majestic in the attainments of that highest possible civilization—the full cultivation of the intellectual and moral nature of all classes and conditions.

#### DEFECTS IN THE SCHOOL LAWS, &c.

Complaints are occasionally presented to this department of the complexity of our present school laws. They are not as intelligible and consistent as is desirable; their obscurity, however, does not constitute so great a defect as their incompleteness. If the supervision of school affairs in each county were placed under an intelligent superintendent, many of the alleged difficulties arising from misapprehensions and misconstructions of law, would not occur. The prominent error pervading our school laws and annulling responsibility, is, that with one or two exceptions, there is no penalty attached to the non-performance of duty and violation of law. To exemplify this remark, one out of many cases may be cited. By the 11th section of the school laws, every teacher is required to enter in a book to be provided by the district clerk, the names of all the children attending school, their ages, &c.; and that it *shall be unlawful* to pay any teacher more than two-thirds the amount due for any term of tui-

tion, until an abstract of said record shall be placed in the hands of the district clerk. The phrase, *it shall be indecent*, would be quite as terrific and obligatory as the terms used, as no man's conscience, sleep, or purse, is disturbed from disobedience of the law. There cannot, with propriety, be attached any penalty for disobedience, unless a compensation is allowed for services. Much of the labor now performed by officers, is gratuitous, and is rendered by individuals of limited means. There is no reason why such regulations should exist, and he must be a careless observer who has not discovered that duty, unaccompanied by pay and penalty, is seldom efficiently discharged. It is unnecessary to repeat my suggestions in the last report, in reference to amending the law in certain specified particulars, as they will be embodied in a bill which will be presented for your consideration.

It has been recommended by several county auditors that the 15th section of the present law should be so amended as to substitute the month of March for the month of December, as the time for township treasurers to settle with the county auditor. The reason assigned, is, that treasurers could by this change settle with the vouchers received during their term of office, and would not be compelled, as they now are, to depend upon the vouchers of their predecessors.

Frequent representations are made to this department, of the oppressiveness of many directors in prohibiting any branches being taught in the schools over which they have jurisdiction, except reading, writing and arithmetic. This they have the power to do, by a strict construction of the present law. It is strange that men should so stultify themselves by an irrational exercise of power, and virtually limit the advancement of pupils. It may be suggested as a sufficient corrective of this grievance, that more enlightened men may be chosen by the people, if those in power act unworthily. On the supposition that public sentiment, at the polls, would rebuke such folly, serious injury might result before the proper condemnation could be awarded. If, however, "well done good and faithful servants," should be attested by an approving vote, the minority whose children have passed beyond the *ultima thule* designated by the directors, have to submit to the insult, and pay for its repetition from year to year. There is scarcely a child of ordinary capacity that could not in three years acquire all the knowledge of the three branches, which could be imparted by any teacher who was licensed merely to teach those simple elements; and the result would be, that the benefits of the school would be exclusively enjoyed by children under 10 years of age, and the incorrigibly stupid of more advanced years. The prominent objection, however, to a law upon which such a prerogative may be founded, is, that by it nurseries may be provided in which teachers of the *scrubbiest* kind vegetate and flourish. Parents and guardians would be derelict to their own proper pride of character and the moral and intellectual interests of those committed to their care, if such blind and petty tyranny could not be overthrown, did they not, by private schools and other means, abate nuisances of that description.

## SCHOOL HOUSES.

This is a topic which demands the attention of the friends of education. No legislation is asked and none needed on this subject, but in a report on the condition of common schools, it is appropriate that a matter so intimately connected with the health, habits, manners and comfort of 4 or 500,000 youth, as the character and accommodations of school houses, should be discussed. No provision exists with us, as in some other States, by which intelligence is prepared and communicated to the Superintendent. It may be seen by an extract in my last report that as much accuracy of detail exists, and as full information is given on this subject, in New York, as upon any other matter connected with her school system. A similarly strict guardianship of this interest prevails in other states. An intelligent tourist has remarked, "that the condition of any community is well understood by the condition of their graveyards;" and it may, with propriety, be asserted that school houses are a striking exponent of the interest of any people in education. The New England school house is one of the striking elements of that reputation which challenges the respect and admiration of the civilized world. In some sections of our State a commendable zeal and taste have been exhibited, but within the last three or four years some of the prominent points have been destitute of commodious buildings. Our metropolis has but recently erected any house for common schools worthy of the name and of her reputation. Our destitution throughout the State must have struck every observer. Rarely does a school house eligibly located, with commodious play-grounds and attractive, fitting conveniences—of appropriate size and arrangements of seats, desks, benches and apartments corresponding to the age, sex, size and studies of pupils, and provided with the necessary facilities for ventilation and warming, greet the eye. On the contrary, they are generally erected on the road side, unattractive in their external and internal appearance, constructed without care, and at the least expense; many bearing, unrepaired, all the injuries which time or tempest have inflicted; the doors creaking doleful notes in harmony with the discordant sounds of the pinched, and cuffed, and squeezed sufferers within; the windows stuffed with patterns taken from the varied costumes of the pupils; the chimneys bowing with the infirmities of weak constitutions; and "the clapboards and shingles flapping and clattering in the wind as if giving public notice that they were about to depart." Edifices of this description may be tolerated in the summer season, but ought not to be endured in winter. Who that has visited these crazy habitations in cold weather—seen the uncomfortable pupils indicating by significant motions alternate roasting and freezing, and felt the piercing wind which whistles through many crevices and rustles in the thin garments of the trembling sufferers, has not regarded them rather as nurseries of disease than of wisdom. A distinguished friend of education thus speaks of one of those chosen retreats for the young: "I passed a school house, the roof of which, on one side, was trough-like, and down towards the eaves there was a large hole,

so that the whole operated like a tunnel to catch all the rain and pour it into the school room. At first I did not know but it might be some apparatus designed to explain the deluge. I called and inquired of the mistress if she and her little ones were not sometimes drowned out; she said she should be, only that the floor leaked as badly as the roof, and drained off the water."

Some may regard this as an insignificant topic, but these narrow views may be attributed to a limited survey of consequences. The petulance of temper, dislike of study, uncertain moral, and decidedly bad intellectual habits, the perverted tastes and rude manners, which originate in those wretched hovels, will cling to the pupil through life, and constitute the predominant elements of character.

#### FREQUENT CHANGE OF TEACHERS.

This is a prevalent and pernicious evil, and must to a considerable extent exist, wherever schools are maintained but for a part of the year. Those who engage in teaching as their exclusive business, must, from the limited compensation which they receive, have constant employment to obtain a support. This may be secured for the teacher of real merit, even in places where private liberality will not continue the school when public funds are exhausted, by an agreement among parents and guardians in the same township, so to alternate in the time of holding schools in their respective districts, as to avail themselves of the services of a successful teacher. These frequent changes are generally attributable to justifiable dissatisfaction with those who are incompetent. Patient as is public sentiment to the wrongs inflicted upon education by ignorant intruders with the mere name of teachers, yet forbearance even in this particular has its bounds.

It must be apparent to all, that disastrous consequences must result from the employment of different teachers, with their characteristic peculiarities, as each one has a distinctive mode of instruction, discipline and arrangement. Whenever a change occurs, a corresponding modification results. The ignorant generally possesses a more stubborn pride than the enlightened mind—and for the want of ability to produce substantial improvement, will gratify itself in a devotion to forms. The consequence is, that loss of time and derangement in habits of study ensue. A more objectionable result of the evil is, that when changes occur every three or four months, it is impossible that an intimate acquaintance with the manners, morals, habits and capabilities of the pupils can be acquired, and by necessity the teacher's operations in the school room must be a species of *blind man's buff*, producing none of the amusement, but most of the blunders of that sport. Men do not change their blacksmiths as frequently as they change their teachers—a fact which indicates that the feet of horses are treated with more consideration than the minds of children. A want of skill in the former case by which lameness is produced, is punished by a withdrawal of patronage; whilst in the latter, a more striking destitution of skill and ability, by which inveterate moral and mental deformities are produced, is quietly tolerated. A still

more detrimental result is, that mutual confidence, kindness and love, which descend upon the intellectual, like the dew, the rain, and the sunshine of Heaven upon the material soil, cannot be secured, and the lessons of instruction will fall like seed sown in winter upon the frozen earth. Unless love be present with its usual attendant train of graces—inspiring the heart of the pupil, and welcoming the precepts and example of the teacher, distrust, heartlessness and disobedience will mar the intercourse. Transient employment will also be injurious to teachers. They must feel that they are mere vagrants, endured from necessity, and not retained from choice. They can acquire no impassioned attachment for place or people, and can have no fervent interest in promoting the advancement of pupils. They came without smiles, and leave without regrets. The most efficacious remedy for this evil, with our present limited means, is to be found in the more general employment of female teachers. This was recommended in the last report—and further experience and information confirm the propriety of former suggestions. It will be seen in the appended tabular abstract, that 2,581 male teachers received \$138,236 for teaching 8,966 months, and 1,988 female teachers received only \$55,503 for teaching 6,361 months; their compensation, therefore, was only one half of that given to the other sex. The auditor of Meigs county, in his report, states that the average of wages paid males was \$13 69, and females \$4 88 per month, and the probability is, that, in most counties, females receive less than one half of that given to males. In New York, as appears by the report of the Superintendent for 1846, the average of wages paid to both sexes, was as \$13 37 to \$6 per month. The statistics of other States exhibit a similar difference. From these facts it is obvious that the same sum which now secures for a district the services of a male teacher for six months, would be sufficient to employ female teachers for the entire year.

That the substitution of female for male teachers would be eminently advantageous, is evidenced by the fact, that, in all places where education is in the most advanced condition they constitute the majority. Of the 13,715 teachers in New York, in 1845, 7,825 were females, and for the same year, in Massachusetts, 4,700 out of 7,295 were females. Those sections of Ohio most distinguished for educational effort, not only exhibit a similar proportion, but the statistics indicate that the comparative increase of female teachers has been nearly in a direct ratio with the improvement of schools. Out of 792 reported from five counties of the Reserve, 500 are females. But this change is not urged merely as a measure of economy, nor from the weightier consideration, that by its adoption, schools which are now suspended for six months in the year, could, with the appropriate vacations, be kept for twelve, and the order, arrangement, discipline, attainments, and habits of study be preserved from the derangement consequent upon semi-yearly vacations; but from the conviction that more eminent moral and intellectual advantages would result to the country. Woman appears to be Heaven-anointed for ministering in the sacred temple of education. To her is peculiarly imparted that



gentleness, meekness, and devotion to the purest purposes of the heart, which consecrate her for training those tender faculties, whose development will irradiate the summit of the highest excellence, or darken the depths of the lowest debasement. To breathe pure and exalted sentiments, which will rise in vigor with advancing life, imparting moral beauty and sublimity to all its actions—to cultivate those sensibilities and tastes, and that unswerving, impassioned devotion to principle which give grace to manners and dignity to morals—to fill the soul with those attributes which indicate its resemblance to the high Original whence it came, and to present before aspiration and energy, objects which will be high enough to fill the compass of the highest capacity, and yet pure enough to give to every development a laudable and hallowed destiny, is a vocation which the female teacher is eminently fitted to discharge.

#### INCREASE OF SCHOOL DISTRICTS.

The strong desire to accommodate self, at the sacrifice of general welfare, has led to the formation of an unnecessary amount of school districts, and will, if not checked by a sentiment more enlightened than that which now exists, blight all prospect for improvement in a multitude of districts. We now have in Ohio at least 1,000 more districts than there are in New York, although, according to the ratio of population our number ought to be 1,000 or 1,500 less. Districts ought to be so arranged as to equalize the expenses of education, and to afford as many scholars for every school as could be conveniently accommodated. The facts in regard to a single township will serve to illustrate the disadvantages of small districts: In one school the teacher received \$14 per month, and had 49 scholars; in another, the wages were \$12, and 27 scholars; the third, a teacher at \$11 per month, and 21 scholars; the fourth, a teacher at \$10, and 19 scholars. From these facts it appears that two teachers were paid \$23 for teaching a less number of scholars than were taught by one teacher, who received but \$14, and that two teachers were paid \$21 for teaching 40 scholars, a labor which could as well have been discharged by one. The 3d and 4th districts had at one time been consolidated, but were divided, in consequence of some trifling disturbing questions which agitated the people. The result is, that neither can have a good school, and their means must be squandered on some insignificant teacher who will labor for small pay.

If those districts could be reunited, with their present expenditures they could sustain a male and female teacher of the highest grade—the former for three months, and the latter for nine months. If, throughout the State, small adjacent districts could be consolidated, or three or more districts in the same townships dissolved and reorganized by diminishing the number, and embracing a larger area of territory for each, great advantages would result to all. A change of the kind contemplated, would not only be more economical, but schools and teachers would be improved. The greater extent and variety of associations, studies, motives, mental and moral capacities and acquire-

ments of a large school are generally most favorable to the advancement of each pupil. A child will usually, when the discipline and instruction are equal, make more rapid progress in a class of eight or ten, than in one consisting of but two or three. The distinguishing advantage, however, arises from securing superior teachers. This must be obvious to all, and needs neither argument nor illustration. The plea which is usually urged for creating new districts is, that the school is too remote to be conveniently attended. This is rarely the case when it is centrally located, as but few of our school districts contain an area of more than four square miles, and a majority in densely populated communities less than three. The inconvenience is generally produced by the "penny wise, and pound foolish" policy of obtaining a very cheap or gratuitous site, at the sacrifice of general advantages; and it is not unfrequently the case, that those who were loudest in the cry for a cheap location, utter the first tones of discontent, and are busiest in spreading dissension. It cannot be questionable, admitting the plea in its full extent, to those who have a proper appreciation of education, whether or not it be better for pupils to go one mile to a small school, taught by a *small* teacher for small pay, than to go two miles to one where the highest advantages can be enjoyed.

#### IRREGULAR ATTENDANCE.

It may be seen, by the appended abstract, that the number reported as an average daily attendance at our schools is less than 80,000. From this imperfect return, and from other data, the conclusion is probable that at least one third attend irregularly. The mischiefs arising from this, and its usual accompanying evil, tardiness, can scarcely be estimated by those who have not had experience in teaching, or closely scrutinized school operations.

The competent teacher always, after organizing and classifying his school, commences a systematic course of instruction with every class. If a pupil, therefore, lose a few lessons, he sustains an injury not easily remedied—this loss includes not merely the amount of knowledge he might have acquired by faithful, continuous study, but also the benefits of a thorough review of the lessons, embraced within a definite period, with the accompanying illustrations and explanations of the teacher. Another consequence of frequent absence from school is, that the pupil loses that zest for and devotion to study, which arise from the society and sympathy of classmates. No child of ingenuous and ambitious spirit can pursue the same study with a class, oppressed with the consciousness of inferior attainment, and that he is a clog to the movements of associates. Idleness, with its kindred vices, must follow a want of attachment to study. To such a pupil the school becomes a prison, and he writhes an unwilling captive under what is deemed the torture of confinement. The influence of sentiments and habits formed under such circumstances, upon his future career, may clearly be foreseen. The wound inflicted, by the imprudent inattention of parents, in not securing

regularity of attendance, although scarcely perceptible in childhood, will fester and spread until it covers and mars the entire character.

But the bad consequences of irregularity are not confined to those who practice it. An idle child becomes a leper in the school. The mind not intent on study is busy in mischievous designs to secure companionship in condition. If a pupil cannot secure celebrity for obedience, order, and correct deportment, he will obtain notoriety for the opposite traits of character. The sentiment of inspiration, that "one sinner destroyeth much good," will be illustrated by his example upon those whom he may win to his practices by temptations, which, to children, are usually more captivating than honorable aims. To this consequence may be added the effect of irregularity in increasing the labors of the teacher. He cannot maintain regular classification without doing injustice to active and attentive pupils. Two or three vagrant scholars must depress all the class to their measure of attainment, and thus embarrass the advancement of the diligent and industrious, or they must be favored with separate recitations. The consequence is, that as much time must be spent on their instruction as was before the separation given to the entire class. Nor is this all. Correct and vigorous discipline cannot be established. If five or six scholars may consult their own convenience and the whims of misguided parents, without rebuke, others will be swift to follow so pleasant an example to ungarded youth; and the result will be, that the school will not only become a thermometer of atmospheric changes, but a still more general standard, indicating the presence of all amusements and menageries in the neighborhood.

Some remedy ought to be devised for this evil, which, in the language of an eminent teacher, "is a grievance to teachers beyond any other they have to encounter in their laborious employment." An expression of the sentiment of teachers is invited upon this subject, and some mode of remedial action is solicited.

#### QUALIFICATIONS OF TEACHERS.

This is a topic to which your attention has been invited in previous reports. The teachers constitute the mainspring of the machinery—the life-blood of the system; and upon their elevation or depression depends success or failure. No other class ought to fill a more commanding place in public estimation, and yet scarcely any holds so inferior a position. The celebrated Dr. Rush has wisely said, that "mothers and schoolmasters plant the seeds of nearly all the good and evil in the world." A glance at their influences verifies the truth of this remark, and yet how inadequately is the power appreciated by public sentiment. The professions of Theology, Law and Medicine,—the three controlling moral and intellectual agencies of our country,—generally receive an estimate proportionate to merit; and yet even the highest—the pulpit—does not exercise so predominant an influence, in moulding character, as do the teachers of our land. This comparison excludes that spiritual agency, which no human instrumentality can rival. The ministrations of the sacred office are

almost exclusively confined to those whose opinions, habits, modes of thought and action, have become almost as permanent as the "skin of the Ethiopian or the spots of the leopard;" the office of the school-teacher is to form character,—to determine what shall be the intellectual range and habits, the temper, impulse, and moral feelings, and to stamp upon the impressible elements the first ideas of the highest duties and obligations of a rational and immortal being, by the lessons which drop from his lips, and appear in his life. He gives lineament, figure and form to the picture, which by his pencil is first drawn upon the canvass, and which constitute the prominent expression through life. How different the estimate placed upon each!—the one challenges respect and reverence, and becomes an object around which cluster the kindest feelings, and most distinguishing offices of friendship; the highest tribute (and that often grudgingly given) bestowed upon the other, is his compensation. No one courts his companionship, nor gives him prominence in any circle. This is the social inferiority of the best specimen of a teacher. There is another view in this comparison, which better indicates the contempt which is cast upon the vocation of a school-teacher. No intelligent congregation would tolerate, as a spiritual guide, one whose moral qualities were suspected, and whose intellectual deficiencies were made notorious by ridicule. They would not regard cheapness of service as an equivalent for want of proper qualifications; yet these same persons will commit the guardianship of their children to a man whose moral character they do not attempt to scrutinize: they rather shun than seek that intercourse which would afford a key to his sentiments and opinions, and never visit the school-room, where his example may be ascertained; they use no means by which his attainments and aptness to teach may be known, and are so censurably indifferent, that they do not even attend his public examinations—a mirror in which they might contemplate "what manner of man he is;" and above all, they cheapen and sacrifice the highest qualifications, by making *price* a paramount consideration, and by throwing the tuition of their children into a common market, where the lowest bidder is the purchaser.

Other comparisons still more strikingly exhibit the error and inconsistency of public sentiment on this subject. If a man need an attorney to prosecute or defend claims for property, how eagerly will he press for one of high celebrity. Parties or social alliances, however influential in other matters, are absorbed by the governing purpose to secure the most available talents. How diligent the examination before a retainer is given. An attorney who would, as a huckster, try to secure the prize by a small fee, would, by an intelligent client, be rejected upon mere inspection. If such services are purchased, they are for some case where other than legal talents may be needed, or in some small matter of dubious merit. How differently does the same individual, so circumspect as to his property rights, act in the selection of an agent to guard these choicest of all possessions, the moral and mental treasures of the fondest objects of human affection—interests, compared with which, all others dwindle into nothingness!

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## REPORT OF THE STATE SUPERINTENDENT.

(CONTINUED.)

So strange is human conduct, that the parent who would not employ an unskillful architect to determine the plan and proportions of a material temple, will peril the glory of the noblest work confided to him, by committing the building of the immortal temple to one who has been ostracized from other vocations.

There are in Ohio many intelligent, noble and devoted teachers who would honor the highest stations, and who are ornaments of their race; but it is a painful truth, and one which ought "to strike on the heart as thunder on the ear," that the education of at least one-half of the youth of Ohio, is confided to those who are destitute of qualifications for discharging the ordinary transactions of life; and that, in many places, our school houses are mere places of refuge for invalids cast off from other employments. What adds special pungency to the unwelcome truth, is, that many of our intelligent men will stand as sponsors and god-fathers when the holy name of teacher is desecrated by being conferred upon such men.

That no one may say that this is a "railing accusation," the following extracts of letters received from different sections of the State are given. One correspondent writes: "Not more than one in ten of the teachers in this part of the State, is capable of teaching. There are teachers employed who could not give the cost of 5 bushels of corn at 18½ cents per bushel." Another: "One-third of our teachers cannot do the simplest sum in the single rule of three." Another: "I was present at an examination of three applicants who were not able to spell one half of the words propounded." Another: "Many parents in our neighborhood have withdrawn their children from the public school, in consequence of the incompetency of the teacher; we have not had for six years in any district in our township, a teacher qualified to teach reading, writing and arithmetic." Another: "There are not eight teachers of common schools in our county, qualified. One has been teaching four years, who cannot do half the sums in compound addition; and four whom I know cannot write nor spell as well as one half of the children under 12 years of age." Another: "Unless the character of our teachers can be improved, I would be willing that the common school system should fall, as the money given to two out of every five teachers, does no good to community."

This is a portrait of some of Ohio's schoolmasters, sketched by the friends of the common school system. Could the incompetency of all the unqualified teachers of our State be drawn by a skillful and bold hand, and in true and vivid coloring, what an unattractive panorama would it present to the eye of the philanthropist of the educational condition of the third State in the Union!

As a knowledge of reading, writing and arithmetic, is the extent of attainment rendered indispensable by law, it is not strange that we have a large number of inferior teachers. It is not presumable that an individual whose encyclopedia of knowledge is limited to the three branches specified, could successfully teach any one of them. It would be quite as reasonable to suppose that one who merely knew the position and arrangement of three planets, without any general acquaintance with the planetary system, or its laws of motion, relations, &c., could intelligently instruct upon any point of astronomical science. No one attempts to teach any trade, art, or science, with the small amount of capital and skill possessed by a multitude of those who presume to scan and unfold that deepest of all mysteries—the operations of the human mind—a subject ever new, varied and inexhaustible to the loftiest intellects. The simplest mind can comprehend the grievous error of confiding the destiny of one-half of the generation that shall hereafter manage and control the mighty interests of two millions of people, to men who cannot *write, read, or speak* accurately their own native tongue, and who cannot define a single faculty or law of the human mind.

How shall a more exalted class of teachers be obtained, is a question which ought to command earnest and immediate attention. The first step is to impress parents and all guardians of youth, with the importance and necessity of a reform. They must realize the true dignity of the vocation—the high and enduring distinction of a free development of mental and moral resources; and, that honor or degradation is indissolubly linked with the lessons of childhood and youth. They must feel that *price* is but as dust in the balance which weighs the capabilities of the teacher—and that the example and instruction of those of uneducated minds and doubtful morals, like unanointed priests in the service of the temple, pollute Earth's choicest sanctuaries. To produce this change in public sentiment, the prominent controlling agencies of our land must be enlisted. Of these, the Press may be most extensively useful. General intelligence is the life of its purity and power. On this theme it could speak with a thousand tongues—and its voice penetrate to the loneliest cabin of the wilderness. On other topics its voice is discordant; but on this it could utter a full, clear and harmonious note. If the editors of our State, faithful to their high commission as enlighteners of the public mind, would concentrate and pour their influence on all of the prominent errors which now retard general education, public sentiment would soon gather for the overthrow. Let them rebuke and ridicule that niggardliness which makes paupers of Earth's benefactors, and converts paradises into prisons. Let them describe the ill-natured, hard featured pedagogue, who cannot tell whether the earth revolves

around the sun, or the sun around the earth—when the American Revolution occurred, or the independence of our nation was declared, as he blindly and blunderingly attempts to give “tones to harps of a thousand strings—tones which are to remain in the strings forever;” and let them pourtray, in vivid contrast, the intelligent, cultivated teacher, whose countenance beams light and love, who challenges respect and admiration by his teaching and example—scrutinizes the peculiarities of temper and intellect—gives attractions to every branch of study—adapts motives to the energies of each pupil—opens the wide and future theatre of life, with its varied scenery, to the gaze of all, and guides the expanding intellect into the appropriate path by which it may gain the objects suited to its capacities. Let this be done by the sentinels of the Press, and soon a brighter day for education will dawn upon us. Let there be added to this agency the more authoritative and solemn voice of the pulpit—summoning, by appeals to the conscience and the heart, the Christian public to a contemplation of the errors and ignorance of those who are training the generation in whose hands the interests of the Church and of the State will be lodged;—and this combined power, strengthened by the co-operation of the influential of all classes, will give us teachers who will assume a position and influence worthy of their name and vocation.

#### TEACHERS' INSTITUTES.

The most approved and efficient plan for elevating the profession of teachers, is the establishment of Normal Schools. This is an institution which characterizes advanced educational effort and improvement, and can only vigorously thrive in popular governments, where abundant means and a high degree of general intelligence prevail. When subordinate and more necessary agencies have succeeded in inculcating upon the public mind enlarged and correct views of the nature and benefits of full intellectual and moral cultivation, then this higher instrumentality may be added, and it will bear a similarly appropriate relation to a highly improved system of education, that the locomotive and steamship do to the extended business, enterprise and resources of a high state of civilization. It is unnecessary to discuss the utility of seminaries for teachers, or to indulge enthusiasm by a description of the advantages bestowed upon public schools in Prussia, Holland, Switzerland, or other lands, where the experiment has been fully tested. We are not ready, pecuniarily or intellectually, for their adoption. The most practicable and economical mode of securing these benefits, in a limited degree, would be, to provide a special department in our colleges and higher institutions of learning, for the education of teachers. It would certainly be a commendable measure, if those who preside over our State universities would organize such departments, and present inducements to indigent but worthy men, to qualify themselves as teachers. A measure of this kind, vigorously and liberally prosecuted, would re-

turn, in a few years, a manifold remuneration for the patronage bestowed.

There is no plan so well calculated to produce a reform in the character of teachers, as those recent but rapidly extending associations designated as "Teachers' Institutes." The prominent object of this institution is, to prepare teachers for a full and successful discharge of their duties. At these meetings, which are usually held semi-annually, and for a period of two or three weeks, the teachers form themselves into a school, and prescribe regulations, recitations and exercises similar to those which ought to exist in well-conducted schools; each teacher in turn becomes a learner or preceptor, and this alternate position depends upon his inferiority or superiority in a particular department of study. All have an opportunity of exhibiting the extent and variety of their attainments; and their respective acquisitions become common capital, from which they may equally draw. Although for their mutual edification and advancement, topics of science and literature beyond the ordinary reach of the highest studies in common or private schools may be examined, yet special attention is given to those branches which command attention in their respective spheres of labor. These are critically reviewed and analyzed, and all that had been doubtful, difficult and unexplained to any, is subjected to the concentrated light of all. Modes of instruction and discipline, with their errors and advantages, and varied application to temperament, age, sex, condition, and mental and moral peculiarities, and all other matters relating to the profession of teaching, are submitted to full consultation, advice and discussion.

Another object contemplated by these "Institutes," is to enlighten and concentrate public sentiment. To secure this, public evening sessions are held, at which the nature and importance of education, and the duties, obligations and responsibilities of all classes are, by discussion and lectures, prominently presented and pressed upon public attention.

The first of these schools (as they may appropriately be termed,) for teachers, was instituted by Henry Barnard, Esq., of Connecticut, in 1839. The same plan of action which he devised was adopted in New York, and to an association organized in that State in 1843, was first given the name of "Teachers' Institute." There are now many organizations of this description in the State, at which, semi-annually, from one to two hundred male and female teachers attend. They now exist in four of the New England States, New York, Michigan, Illinois, and Ohio.

The first "Institute" in Ohio was established in Sandusky City, under the auspices of Hon. Ebenezer Lane, and other citizens of that place, and the superintendence of Salem Town, Esq., of N. Y., a gentleman of enlarged experience in matters of education. The following table will show the places in Ohio where "Institutes" have been formed, the time when, the length of session, the number of pupils, and the names of those who superintended their organization and exercises.



Number.	Names.	Where held.	When.	Weeks.	Principal and Assistant Teachers.	No. pupils.
1.	Erie Co.,	Sandusky,	Sept. 2,	2,	{ S. Town, A. M., A. D. Lord, and M. F. Cowdery, - - -	100
2.	Geauga,	Chardon,	Oct. 22,	2,	{ A. D. Lord, M. D., M. F. Cowdery, and M. D. Legget, - -	140
3.	Geauga,	Chardon,	Apr. 20,	1,	{ A. D. Lord, M. D., M. F. Cowdery, and M. D. Legget, - -	200
4.	Warren,	Lebanon,	Aug. 17,	1,	{ C. C. Giles, - - -	30
5.	Lorain.	Oberlin,	Oct. 1,	1,	{ S. Town, A. M., and H. E. Whipple, - - -	250
6.	Seminary,	Kirtland,		6,	{ A. D. Lord, M. F. Cowdery, J. Nichols, and H. Benton, - -	75
7.	Richland	Mansfield,		11,	{ I. J. Allen, W. Colby, and J. Hurty, - - -	
8.	Lake,	Painesville,		19,	{ A. D. Lord, M. F. Cowdery, J. Cowles, and J. Nichols, - -	88
9.	Geauga,	Chardon,		27,	{ M. D. Legget, and Thos. W. Harvey, - - -	149
10.	Trumbull,	Warren,		27,	{ A. D. Lord, W. G. Darley, and T. N. Haskell, - - -	70
11.	Ashtabula,	Jefferson,	Nov. 10,	2,	{ A. D. Lord, M. F. Cowdery, and Z. C. Graves, - - -	135

From this table it will be seen that an aggregate of more than 1,200 have been instructed in these schools. Those who have corresponded with this department speak in the highest terms of the result of the experiment. The following extract from the catalogues of two Institutes, indicate the design and sentiment of their patrons.

"Whereas, we believe that the want of unanimity in opinion among teachers, and of uniformity in the method of communicating instruction in schools, is one of the greatest defects in the present Common School System in Ohio; and whereas, we believe the practice of assembling teachers, from time to time, for the purpose of practical instruction on all subjects connected with teaching and governing schools, and giving opportunity for the free interchange of opinion among themselves, and the communication of the results of their own experience, would be one of the most efficient means for giving an impulse to the cause of education; therefore,

"Resolved, That we hail the introduction of *TEACHERS' INSTITUTES* into this State as the dawn of a new era in the cause of common school education, and that we cordially recommend the organization of such *institutes* in every county in the State.

"Resolved, That we recommend to the friends of education to memorialize the Legislature of the State in favor of endowing *Teachers' Institutes*, and making them a part of the *School System of Ohio*."  
Sandusky City Institute.

#### GEAUGA COUNTY INSTITUTE.

"Resolved, That we hail with unfeigned satisfaction the organization of "*Teachers' Institutes*" in Ohio; that the success of this Institute has more than realized our most sanguine expectations, and that

we believe that such schools for teachers are eminently calculated to elevate the standard of common school education."

Were this same instrumentality extensively adopted in Ohio, it would breathe the spirit of a new creation upon our common school system. These associations must tend to produce a professional spirit and independence—an enlarged view of the dignity and responsibility of the teachers vocation—unity of purpose and harmony of action—ambition to attain the highest standard of attainment which may be exhibited by any teacher—imitation of the best modes of instruction and discipline, and active co-operation in all that is calculated to promote general intelligence.

#### COUNTY SUPERINTENDENT.

The opinion expressed, in my last school report, that our common school system imperiously demanded the establishment of superintendency for the counties, has been strengthened by correspondence and consultation with the judicious friends of the cause. Other important measures may be remedial; but all will fail in the accomplishment of great results, unless connected with this, which, occupying a position as the heart in the human system, will distribute vitality to all other parts. Some, supposing that an individual at the head of the school system, unincumbered by other duties, and giving his exclusive attention to the subject, might inspire it with new life, have recommended the re-establishment of the office of State Superintendent. The most eminent talents and devotedness in such a post, would, in our present condition, be comparatively valueless, for the want of a vigorous co-operative agency in all the counties, or at commanding points. The *forte* of a Superintendent must consist in his personally visiting the central places of influence and intelligence, and exciting and invigorating controlling minds by addresses on education. The agency must necessarily be restricted, in a great measure, for there are no apt conductors of any animation which he may produce. He may electrify audiences by his eloquence and facts, but there are none ready to catch the fervor and communicate it to all. For want of this active sympathy, the stimulus will be momentary, and will be like galvanic action upon the lifeless corpse—a spasm or two, and all will be over. Written appeals, and circulars, for many years, have been transmitted to important localities; but they have not met an intelligent response, and produced the appropriate effects, for want of welcoming sympathy and cultivated sentiment. However desirable and useful the services of an officer of the kind designated might be, yet it is believed that a county superintendency is of paramount importance, and ought to be preliminary to this or any other important change. This is next in order to that prime necessity, money, and without it the most abundant means will not accomplish the high aims of the founders of our school system.

In my last report, there was sketched a brief summary of the objects which would appropriately be embraced in the sphere of a

Superintendent's labors. A few of the advantages which might be realized, may be specified.

1st. He would be the efficient organ for the communication of intelligence. The county auditor, who is now, by virtue of his office, Superintendent, cannot vigorously act in this capacity. The school duties which are imposed upon him, are dissimilar to, and disconnected from his other official duties. The qualifications which fit him for the discharge of the former, are inadequate for the performance of the latter. So censurably apathetic is public sentiment, of having a competent man in this post, for the transaction of school affairs, that no elector ever meditates upon the relation and responsibility which the auditor sustains to common schools. The law has assigned to him this class of duties, because of his connection with the assessment and disbursement of taxes; and but for his position in this respect, there would be as much propriety in investing the sheriff or coroner with the same duty. In the present condition of the system, there would be a peculiar fitness in committing the school interests to this latter officer, as he might, from his official relations to the *dead*, satisfactorily determine the question, why the common school system is in a *dying* state. It would be deemed ridiculous to require, by a consolidation of offices, the county treasurer to act as prosecuting attorney; and yet it does not need an acute eye to see, that a larger amount of intellectual and moral attainments are demanded for superintending the school, than for managing the criminal interests of any county. It is indispensable that a regular correspondence, embracing instruction, inquiry and counsel, should be maintained between the central and subordinate agencies in this department. At present, information might as well be written as the sybil wrote her prophecies—on the loose leaves of trees, and committed to the mercy of inconstant winds. It is important that he who would render efficient aid in conveying intelligence, should be familiarly acquainted with all who participate in the management of school affairs. Between him and them there should exist an intimate, intelligent union, cemented by a unity of interests, sympathy and aim; and more, he should be invested with authority to insure the execution of instruction and command. From such an auxiliary, the State Superintendent could receive, at all times, certain and available intelligence of the wishes and necessities of the people, upon which appropriate action could be based; and through him, as effectually as by personal intercourse, could the views of the head of the department be made known to all interested.

2d. He would be instrumental in correcting many of the evils which now flourish for want of a strict supervision. Among these, as a paramount source of mischief, a diversity of text-books may be specified. This is a subject of serious complaint. We have no accurate means of ascertaining the extent of the grievance in Ohio. It is stated by the superintendent of Connecticut, that in 1830 there were more than two hundred different kinds of books in use in schools; and *Horace Mann*, the distinguished Secretary of the Board of Education in Massachusetts, asserts that there are more than three

hundred in actual use in the schools of that State. It is presumable that we are more severely visited with the calamity, than those who have instituted measures for suppressing the evil, as free course with us has been given to all the stratagems of those who have speculated upon the unsuspecting and unprotected. This want of uniformity and accumulation of text-books, preclude simultaneous recitation and proper classification—subject teachers and parents to unnecessary expense, and prevent systematic modes of instruction. Some authority is needed to regulate this matter. To no one could this power be more appropriately confided, than to an intelligent superintendent; as he could, by his superior attainments, intelligently discriminate the valuable from the inferior or useless—by his influence secure an adoption of recommendations—and by his knowledge of the necessities of schools, economically provide those books which are now palmed upon community at exorbitant prices by an inferior species of *literary peddlers*.

3d. He would be efficient in securing unity, harmony and efficiency of efforts among all classes connected with schools. In so prominent a position, he could possess that general knowledge of all the schools, which would qualify him for supplying any deficiencies and necessities which might exist. Whatever intelligence he might possess, would be given to guide the inexperienced, and to animate the desponding. Modes of teaching, principles and plans of government; and improvements successfully tried in one part of his field of labor, could be introduced in other places. Through his agency an intimacy and union would be produced among the different schools, which would serve as a line of communication along which would pass light and strength to each and all. As the result of mutual acquaintance and increased facilities of intercourse, there would arise a vigorous competition for distinction and superiority, and a laudable ambition in inferior schools to secure all the advantages and eminence of those of a superior character. It is equally presumable that teachers, pupils and parents acting under a vigilant and constant supervision, would exert themselves to secure approbation, and to exhibit such an attachment to educational interests, as would be complimentary to their reputation. Intimately connected with this description of service, is that agency which a superintendent would exert in uniting and concentrating the action of all the teachers for their mutual improvement. It would be alike his duty and pleasure to inspire teachers with that *esprit du corps* so admirably calculated to elevate the profession—to establish institutes—conduct school examinations—apply all improvements which he might acquire by his extensive experience and acquaintance with the progress of the cause of education generally—give prominence and notoriety to meritorious teachers—create a public sentiment which would scathe the arrogance of untaught pretenders—and, in every way invest with attraction the long neglected and abused claims of common schools.

4th. He would supply that desideratum of the present day—a rigid and efficient examination of teachers. It is well known that examinations as they are generally conducted, are a burlesque upon the name.

An intelligent gentleman in one of the most populous counties, and one more than ordinarily distinguished for the intelligence of its population, thus writes: "Our system of examining teachers is wholly worthless; our board of examiners have not had a meeting during the last four years, and all the duties have been performed by one man, who is more anxious to obtain the fee, than to license suitable men." Another writes from one of our largest counties: "Two of the members of our board of examiners would themselves be incapable of sustaining a respectable examination in the ordinary branches taught in common schools." Other testimony, equally full and illustrative of the inefficiency of this important safeguard of school interests, has been furnished from different parts of the State. It is lamentably true, that the mere pittance allowed by law for a certificate, prevents a conscientious discharge of duty. Men who are not interested in preserving the dignity of the station assigned them, and in preserving community from the intellectual and moral defilement of incompetent teachers, ought to pause ere they assume a station where they may peril the hopes and interests of so many youth. If an applicant propose to teach the children of the examiners, it is probable that a severe scrutiny of his merits may be instituted; if, however, he select some field of labor disconnected with their immediate interests, he is dismissed with a certificate, and a smile at his clownishness and impudent pretensions. What can three individuals, who meet an applicant but once—having an acquaintance so limited that they will scarcely be able to recognize the features of his countenance, know as to those moral qualifications of a candidate, without which his presence and intercourse with a school would be as fatal as leprosy. The applicant may have a certificate of character, which is as *meaningless* as the testimonials usually given to the moral character of men who apply for license to sell intoxicating liquor. It must be obvious, that he who would fill successfully the important station of an examiner, ought to know, familiarly, the branches upon which an examination is solicited—be intimate with the best and most practical modes of teaching—quick and accurate in discriminating habits and aptitudes—and, above all, fully intelligent, by personal knowledge or reliable evidence, in respect to the moral qualities of every applicant; a man specially selected for a superintendency of schools, intensely devoted to his employment, and gifted with the ample opportunities for an intelligent discharge of duty which such a position must afford, would soon elevate the standard of qualifications in any county. From the report given in Appendix C., any one can ascertain what advantages would result to one county, if men similar to the intelligent and devoted author of that report, were sustained throughout the State. Were such men placed as sentinels at our school houses, we would soon be blessed with a better race of teachers. This is a mere outline of the argument which could be adduced in favor of the measure proposed.

The testimony of all who have seen its operations in other States, is concurrent and decisive as to its indispensableness and utility, and

all who are familiar with the condition of our schools must be satisfied that our system can never accomplish the purpose of its friends, until it is aided by an efficient superintendency. The only plausible plea which can be urged against its immediate adoption, is, that it will be expensive. There can be no doubt, that three months' tuition under the teaching, regulations and improvements provided by an intelligent Superintendent, would be more valuable than six months' teaching with present arrangements. The fact cannot be concealed, that a multitude of parents now regard our common schools as a nuisance, and will not peril the morals and the minds of their children by subjecting them to the influence of the varied irregularities which now exist. It is in consequence of this feeling that there exists such a deplorable opposition to any increase by taxation, of school funds. This sentiment will magnify until private schools absorb the patronage of many of our citizens, and then, our school funds will become a mere benefice for vagrant, incompetent teachers, who will luxuriate for a few months in each year, upon what to worthier men would be deemed *small livings*. It is a matter susceptible of the clearest demonstration; that if one half of the compensation which might be allowed to Superintendents were distributed from the common fund of \$200,000, that this expenditure would be realized in a short time to be economical policy. It is criminal in the people of Ohio, richly laden as they are with the gifts, and rejoicing in the boundless profusion of the smiles of a kind Providence, to hesitate in giving liberally for such an object.

#### OUR TRUE POLICY.

Ohio cannot long maintain her present position on the subject of education. The improvement and enterprise which characterize other movements must soon animate and advance the common school system, or it will sink into ignominy and ruin. No one entertaining the pride proper for a citizen, can abase himself by entertaining the idea that other States, less capable by resources, of high achievement, shall tower above Ohio in all those enduring elements which indicate advanced civilization, and invest human nature with imperishable renown. Our extensive and fertile territory, commercial, agricultural and manufacturing resources, teeming population, and all those advantages and facilities which so pre-eminently distinguish us, will but add momentum to those agencies of vice, misrule, insubordination and terror which abound, unless we are fortified by those enduring and impregnable ramparts—intelligence and virtue. Ohio is pledged to universal education. This is the letter of her charter of rights—this was the spirit manifested in the creation of her present system of education. The cardinal feature of that system is, that all the youth between the ages of 4 and 21 are the children of the State, and that she is bound to educate them. Her decree is, that the right to knowledge is as natural and inalienable as the claim to freedom, and that the whole land must be watered with the streams of intelligence.

There are considerations which show that popular education, a distinguishing principle of our institutions, is also our highest policy. Intelligence is the life of successful enterprise. This opens up to the vision those valuable results of labor which cannot be foreseen or calculated by the untaught mind. This quickens genius, and unfolds to the cultivated mind those discoveries and inventions by whose magic and multiplying power one hand becomes as a thousand. This controls the elements as with omnipotent voice, and renders them tributary to human power in the accomplishment of phenomena which constitute a new era in the history of the world. Our own New England alike illustrates the truth and the policy of common school education. There, in an ungenial climate, in a land comparatively barren, and unmarked by those distinguishing advantages and resources which abound in other States, we find a people characterized by their wealth, industry, and thrift—and a State, (Massachusetts,) in proportion to its population, annually producing 50 per cent more property than any other in the Union. What but general intelligence, with its usual accompaniments, has produced this result. It is this which has “covered her sterile hills with pasturage—crowded her harbors with fleets—taught every waterfall to labor for her benefit, and carried competence to every family throughout her borders.

That these results of general education are not chimerical is strongly evidenced by the intimate connection between ignorance, pauperism, and crime.

In the report of the Poor-law commission of England, embracing the statistics of a large section of that country, it is stated that, out of 2,725 paupers, 1,402 could neither read nor write well. The proportion of the totally illiterate, among the paupers of the United States, is less, but from the best data, it is known that they constitute between one-third and one-half. The most striking illustration of this truth is to be found in a comparison of Scotland and England. In Scotland there are but few beggars and no poor rates; in England every tenth man is a pauper, and the poor rates for forty years have consumed, annually, 5 or 6,000,000 pounds sterling. In Scotland the wages of labor maintain the laboring classes; in England they are totally inadequate. What has caused this difference? In Scotland, funds are provided for education, in parochial and other schools, for all classes; in England a majority of the children are doomed to the deepest ignorance, by a destitution of all facilities and means for intellectual improvement. Criminal statistics strongly exhibit the same truth. Out of 23,612 commitments in England and Wales, as returned to the Home Department in 1837, only 2,234 could read and write. In the State prisons of New York it is ascertained that three-fourths of the convicts have received no education, or a very imperfect one. It has also been recently ascertained, by investigation, that of the 491 convicts in the Ohio Penitentiary, only 140 can read and write.

What effect an increase of general intelligence would have in diminishing pauperism and crime, is exhibited in the history of Prussia, where, after their school system, as perfected in 1819, had

been in operation fourteen years, although the population had increased 3 per cent., the proportion of paupers and criminals had decreased 38 per cent. Can any one hesitate, in view of such facts, as to the policy of extending the boon of education to every child? Is it important that a thorough, practical, abiding sense of the duties, relations, obligations and responsibilities, which are due to God and man, should be possessed by every citizen?—This must be communicated in the infancy of life, become incorporated with the very elements of the mental and moral constitution, and repose in the heart, as the Shechinah between the cherubim and seraphim, hallowing all by its presence and power. A spirit so imbued and penetrated, will be

“ Like the vase in which roses have once been distilled;  
You may break, you may ruin the vase, if you will,  
But the scent of the roses will hang round it still !”

How suicidal that legislative policy, which, from considerations of supposed economy, withholds from the rising, and soon to be the acting generation, that education which gives life, direction and efficiency to industry, steadfastness and integrity to principle, and honor to aim; and how certainly will it meet, as it has ever met, a fearful retribution, as squalid pauperism and ghastly crime stalk with terror over the land, and levy their heavy contributions upon public wealth! What an instructive lesson is taught us upon this subject by the condition of England. “For years the upper house of parliament have perseveringly and successfully resisted all measures for national education; and as a legitimate consequence of the infraction of the great law which teaches us to do unto others as we would that they should do unto us, thousands have been thundering at her palace gates, and the motto on their banner was “Bread or Blood.” How are those men of wealth, who loudly murmur at taxes for the support of common schools, and who contemplate, without a sigh of sympathy, the moral and mental debasement of their species, smitten with sore judgment in the heavy burdens of human wretchedness, which they gather in exactions upon their possessions; and still more grievously punished as they quake in view of that deep, dark swell of human passion which moves in terror before their eyes, and threatens ruin to liberty and property.

But the influence which general intelligence exerts in strengthening and perpetuating our free institutions, ought to attach us, above all others, to the wisest and most enlarged means for diffusing, among all classes, the benefits of Common School education.

“Knowledge, (said a distinguished statesman of our land,) is the cause, as well as the effect, of good government.” Here, we are all sovereigns; and it is indispensable that there should be intelligence, to guide aright the high powers vested in every freeman. We ridicule, as a burlesque upon common sense, the idea of a man’s inheriting the right to be a king or peer, and, as the climax of absurdities, that a nation abounding with intelligence, should recognize a young miss of 16 or 18 as the legitimate governess of millions; and, yet, where is our higher eminence and safety, if our *sovereigns* are



clothed with powers and duties which they cannot discern, appreciate, or discharge? A blind man is as well qualified to survey a road through a wilderness, as are those, who are morally and intellectually blind, to decide the destinies of millions. It is the cardinal doctrine of every honest lover of his kind, that the capability for self-government is written by the finger of Heaven upon the moral and intellectual elements of every rational being. This is as cherished a truth, as that man was made in the image of God. As that image may, by a holy cultivation, shine with the lustre of its original, or, for the want of it, assume the horrid features of a fiend; so that capacity for the station of a freeman may, by education, be developed in the noblest feelings, loftiest attributes, and sublimest actions with which human nature can be adorned; or, for the want of this culture, it may sink into the lowest depths of debasement, and be but a nucleus around which shall gather all the deformities that can pollute the man who breathes the tainted air of the darkest despotism.

What guardian power in the ballot box for human liberty, if those who increase the elective franchise are not elevated by education to that position where they can scan the bearings and consequences of doctrine and of practice—scrutinize alike the motives of the honest and unprincipled, and contemplate the claims of country as paramount to considerations of party or expediency? Where the sacredness of the right of trial by jury, if those who are arbiters of life and liberty are ignorant of the obligations and responsibilities of so commanding a trust? Where those elevated social feelings, cultivated sensibilities and generous sympathies which impart to home, kindred and country, all that is dear and delightful, unless the youthful mind is early and fully baptized with the consecrating influences of wisdom and virtue?

In view of these considerations, it is not difficult to decide the policy and wisdom of general education. "The experience of the ages that are past—the hopes of the ages that are yet to come—they implore us to think more of the character of our people, than of its numbers; to look upon our vast natural resources, not as tempters to ostentation and pride, but as means to be converted by the refining alchemy of education, into mental and spiritual treasures; they supplicate us to seek for whatever complacency we are disposed to indulge, not in the extent of our territory, or in the products of our soil, but in the expansion and perpetuation of the means of human happiness. For these ends they enjoin upon us a more earnest, a more extended, a more religious devotion of our exertions and resources to the culture of the youthful mind and heart of the State. Their gathered voices assert the eternal truth, that, IN A REPUBLIC, IGNORANCE IS A CRIME; AND THAT PRIVATE IMMORALITY IS NOT LESS AN OPFROBRIUM TO THE STATE, THAN IT IS GUILT IN THE PERPETRATOR."

Respectfully,

SAML. GALLOWAY.

## APPENDIX A.

We would gladly reprint the whole of the Appendix, but have concluded to omit a portion of the abstracts from the reports of county auditors.

**LAKE.**—The auditor of this county makes the following remarks: "I fully and most cordially agree with the sentiments advanced in your last annual report, relating to county superintendents, and hope you will continue to urge that subject upon the attention of the Legislature.

"That the school law will be so amended as to create such an office I most fully believe, and that, too, within a very few years, if not during the present session. The example of the State of New York, and the beneficial effects resulting therefrom, cannot long fail to exert their appropriate influence upon the public mind in this State; and when that shall be accomplished it will tend much to remedy one of the defects in our present system—I refer to the present mode of licensing teachers. If the board of school examiners, as at present constituted, is to be continued, perhaps some different mode of appointing them might be adopted, by which the services of more efficient men might be secured, and those more familiar with the wants of the people. The following plan has been suggested, and I throw it out for consideration: Let the law be so altered as that the school examiners shall be elected by a convention composed of the directors of the school districts in the county, and elected for three years, have them so classed as that the term of office of one of the board shall expire annually. The convention will then meet annually, which will give an excellent opportunity for citizens of different parts of the county to consult together, upon the best means of promoting education and elevating the character of the schools. It would bring the subject directly before them—by which means an interest might be awakened, which would operate as an incentive to more efficiency in the subordinate officers."

**LICKING.**—The following is from the auditor of this county:—"Some measures can and ought to be devised to compel directors and clerks to report the information required under the law, to the township clerks, before they are allowed to receive the money apportioned to their several districts. I would suggest something like the following:

"Let it be made the duty of the clerk in each district, at the close of the school, and before an order is issued upon the township treasurer for the money, to make a full report according to law, and file the same with the township clerk, who, thereupon, shall countersign the order of the directors upon the treasurer for the money, and that he honor no order unless it be signed by the clerk as aforesaid—the clerk, as well as the treasurer, to be furnished with an abstract of the school fund, as apportioned; and further, that the several county superintendents provide such printed blanks and instructions as the Secretary of State may direct, or the nature of the case require, for

the use of subordinate officers, to enable them to make their necessary reports. A plan of this kind, which would prevent the district from receiving the money before making its report, would enable the township clerk, at the time required by law, to make out a full return of the condition of schools in his township.

"As the duties of county auditors, independent of school business, are very laborious, I would also recommend the appointment of a county superintendent by the county commissioners, or some other authority, with a salary of about \$300 per annum, whose duty it shall be to oversee the whole matter, visit the schools, if necessary, see the township clerks in person, furnish them with blanks and circulars relative to the reports, enumerations, &c., and report annually to the Secretary of State.

"There is now expended in this county, annually, between ten and eleven thousand dollars for the support of common schools, and no report made of the manner in which it is expended. Could this money be managed by a faithful superintendent, it would, in my opinion, promote the interests of education in the county more than three times the amount paid such officer."

The auditors of several counties concur in recommending the appointment of County Superintendents.

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#### THE EDUCATION OF COMMON SCHOOL TEACHERS.

To the views presented by the State Superintendent, under the head of Teachers' Institutes, we add the following remarks, on the subject of providing for the education of teachers, by the Hon. THOS. H. BURROUGHS, late Superintendent of Schools in Pennsylvania:

"I have long been of opinion that the great deficiency in our country is, *the want of good teachers*. I am now fully convinced that this want must be supplied, before any other step can be safely or usefully taken. Nay, I believe that until this indispensable preliminary measure is accomplished, money and effort and legislation will be as *they have been*, money and effort and legislation nearly thrown away. Since 1834, Pennsylvania has expended more than \$5,000,000 for the support of her common schools, and at the end of ten years, I see but little improvement. In this immense expenditure, not a dollar has been spent to secure *good teachers*, and hence, the system has not only failed to obtain general favor, but is in danger of becoming more and more unacceptable, the longer it is tried. It is sad to think that we have thus wasted five millions of dollars, and ten years of time, to say nothing of labor expended and obloquy encountered, and must now commence from the foundation; but so it is."

In speaking of the defects of the former school system of Rhode Island, the Hon. H. Barnard names the following:

"The want of any adequate provision for the training of young men and young women, for the delicate and arduous responsibilities

of teachers, as well as of opportunities for their subsequent and continued improvement as individual teachers, and as a profession."

"Provision for the establishment of Teachers' Institutes and a Normal School, as parts of the school system, would be one of the most direct and efficient steps to supply this want."

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#### TO SUBSCRIBERS.

We send the first two numbers of the second volume of the Journal to the subscribers of last year. Those who do not wish to subscribe for the present volume, or to make effort to obtain subscribers, will confer a favor by handing these numbers to some friend of education, who will endeavor to extend its circulation.

In conducting the Journal, the Editor will be aided by the State Superintendent, and the Hon. H. Barnard, who is expected to spend a portion of the year in the State. No effort will be spared to make the work useful to the cause it labors to promote, and worthy of the patronage of all who wish well to that cause.

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## PROSPECTUS OF THE OHIO SCHOOL JOURNAL--VOL. 2, 1847.

The second volume will be published monthly, in Columbus, each number containing sixteen pages octavo.

The Journal will be devoted entirely to the promotion of education—physical, intellectual, social, and moral; and especially to the improvement of Common Schools—the better education of teachers—the elevation of the employment of teaching to the rank it should hold in the community—the diffusion of intelligence relating to the best modes of teaching, to the location and construction of school houses, and to the progress of education in this State and in other States and countries; it will contain the Annual Report of the State Superintendent of Common Schools, and the School Laws of general interest which may be enacted during the present session of the Legislature.

Postmasters, School Officers, Teachers, and the friends of education in general, are respectfully invited to aid in giving it a wide circulation.

Editors who give this prospectus one insertion and forward a copy marked, will receive the Journal for the year.

**TERMS**—Single copies 50 cents; seven copies \$3.00; twelve copies \$5.00; twenty-five copies, \$10.00; payments to be made invariably in advance. Orders for the Journal may be directed, "*Ohio School Journal, Columbus, O.*" or, (until the first of March next,) to A. D. LORD, *Kirtland, Lake county, O.*

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. II.] COLUMBUS, MARCH 1, 1847. [NO. 3.

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## REPORT OF THE STATE SUPERINTENDENT.

(CONCLUDED.)

### APPENDIX B.

*December 5, 1846.*

*Hon. Samuel Galloway:*

SIR:—In compliance with the request contained in your circular, I have, as far as other duties would permit, turned my attention to the operation of the school law of Ohio; and in consequence of my holding the office of a county school examiner, and also being a township superintendent, I have, by experience, learned the practical workings of the law in this county. However, believing that *facts* would suit you better than *suggestions*, I have obtained from the county auditor the reports made to him by the several township superintendents; and from these I have deduced facts which may be relied on as far as this county is concerned.

There are in this county 145 school districts; full reports have been received from only 28 of these. That is, four-fifths of the districts in this county have made no report, except the bare enumeration of the youth; or if the district clerks reported according to law, the township clerks failed in their duty, which, in some instances, is probably the case; of the fifteen townships in this county, only six superintendents (township clerks,) made regular reports.

In the 28 districts from which reports have been received, there are 2,416 youth between the ages of four and 21 years, and the average number of scholars in attendance, during the year, has been 1,284, and the average number of months schools were taught, is a fraction over six. Taking these 28 districts as data of the ten thousand youth in this county, only one-half, on an average, attend school, and these but about six months in the year.

A more general attendance of the youth at school can only be secured by amending the law, and having men of talent and influence turn their *whole* attention to the subject of common schools, and by lectures and personal intercourse with the mass of the people, excite an interest in the minds of all in favor of the glorious cause of universal education. Such a state of things can be brought about only

by creating offices of trust and profit, which will warrant the right kind of men in turning their attention to this subject, who, clothed with sufficient power, may bring about the necessary reform.

The great work then to be accomplished, by the friends of common schools, is first to correct public sentiment: that is, to teach parents their duties and privileges, and then they, without the spur of the law to urge them to do right, will educate their sons and daughters as freemen and descendants of freemen ought to be educated.

Very respectfully.

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November 30th, 1846.

SIR: The state of education in this county has been very low, and, with the exception of a few neighborhoods, is not in a very imposing condition now, which is proven by the dilapidated clap-board covered school houses, and ignorant, and not very unfrequently, intemperate teachers. Some neighborhoods have built good houses, and employ good teachers, but, in a vast majority of cases, teachers are employed with an eye to the wages paid, rather than the qualifications. Our system of examining teachers is wholly worthless, so far, at least, as this county is concerned. Our board of examiners have not had a meeting during the past five years, I believe, and the whole duties have been performed by a young lawyer, who has but few, very few cases in court, and must make the most of his office. He, consequently, grants certificates to all applicants,—to males for but one year, for that doubles his income, but his gallantry always extends females' certificates to two years. A half dollar sent to Lebanon will generally get a certificate.

The court does not do its duty in selecting such an officer, but the evil lies with the people, who do not take sufficient interest in schools to care what kind of examiners or teachers they have, and the Legislature may pile up statutes, and appropriate money *ad infinitum*, and it will all not produce good schools, unless some means can be devised to make the people take an interest in them.

I know of no better remedy for this than associations of the people, in which the necessities and benefits of the system could be discussed and brought before them.

I do not believe that the returns, which are now almost worthless, will ever be any better until some one is paid for making them. Acquisitiveness is the ruling organ of the present age, and men will not often work for nothing. Let the township clerks collect the returns and be paid for it.

Would not the formation of district school libraries, for the use of the children, to be placed under the care of the teachers, be productive of much good?

There are a few persons in this township who have exerted an influence in behalf of common schools, that has improved their con-

dition considerably. Nine out of the twelve districts in the township have, within a few years, built good brick houses, and have good schools, but there are not many such townships in the county.

Yours, respectfully.

November 28, 1846.

SIR: I have availed myself of the best means to be obtained, to ascertain the number of students, who attend academical and other schools, "not supplied by any portion of the public money." The number now in attendance is about 200, and I should conclude that to be an average number during the year. Having but recently been a resident of New York, and having had the fortune to be very considerably engaged in common school enterprise, both as a teacher in preparing others, and officially, I have endeavored to interest myself in the laws and condition of common schools of Ohio, and to excite teachers to a better state of qualification, parents to greater interest, and students to greater diligence.

The system of common schools, in this State, seems to be a good one; and there only lacks an efficiency in carrying it out in every department. Were it made a condition to the several districts, that they forfeit their money if a full and accurate report is not made, you would not have such meagre, stunted reports as you now get. I find, from the reports in the auditor's office, that not half the districts have schools any longer than the "public money lasts."

In Worthington township, of *eleven* districts, only *four* have paid any money for teachers' wages, besides public money;

In Madison township of 16 districts, only *one* has paid, &c.

Troy	"	11	"	<i>six</i>	"
Franklin	"	12	"	<i>two</i>	"

If it were an absolute duty of the township superintendent, to visit each school once or more each year, and be also empowered to grant certificates, for one year only, it would, in my mind, be an improvement that would be felt in its influence. The school examiners are now appointed for three years, and oftener than otherwise, men who care little for the interest of schools, and are miserably unqualified in learning and enterprise to benefit schools, or judge correctly of teachers' qualifications. Few have the moral courage to say the teacher is *not qualified*, when he shows the examiners 50 cents!! Men have received their credentials in this county, who cannot read intelligibly, nor write any five lines in the English language correctly. Were an examiner, or *township* superintendent, to be elected by each township yearly—he to make all reports to the county auditor, and receive and disburse the money—be appealed to for decisions from district proceedings, and the privilege of appeal from him to *county* superintendent, and then to *State* Superintendent—and he (*township*

superintendent) obliged to report on all subjects as instructed by State Department, from personal examination, I believe soon a vast difference would be perceptible in many, if not all the schools. Those who now give certificates never see the teacher in the school house, just where they can *best* judge of his competency. We all know, that a man or woman may be a good scholar, and yet never can be a good teacher. Our present examiners judge, (if they judge at all,) for the facilities to answer a few questions, that are oftentimes but poorly understood by the teachers. Next, a better *class* of teachers must be raised. Our school houses may be palaces upon which the greatest extravagance is lavished, and yet our schools be inefficient, or nurseries of vice. Teaching must be made a profession, before we can have our schools what they should be, "the People's Colleges," where the whole man is educated, mental, moral and physical. Most of our teachers are engaged in teaching but for a few terms, and in different portions of the county; they feel no responsibility, and often have but little concern, except to keep on "good terms," get their wages, and "be off." A normal school, established on principles similar to the one at Albany, N. Y., is needed, and should be had. Suppose eight or ten thousand dollars yearly be taken out of the school fund, will it not in a few years give back good measure running over? and men and women be sent all over the State *well qualified* in the business of teaching, not keeping school. No remark is oftener heard than that "our public money is thrown away." Let men know that they can be *supported* and *respected* as school teachers, and hundreds will join the ranks, to labor in this grand, high and noble enterprise. In October last we made a great effort to get up a Teachers' Institute, as we have in N. Y. heretofore; a few were enlisted in it, and with the combined labor of I. J. Allen, Esq., H. Colby and myself, a class was drilled. A commencement has been made in other parts of the State in the same way, as you are well aware; and from no other source can we look for so effectual and speedy reform, in the character and qualifications of our teachers, as Teachers' Institutes. We intend to labor, while life and health last, for the elevation of *common schools in Ohio*. Surely no object is more deserving and needy than this. Ohio must keep pace in intelligence, or her day of prosperity will ere long close. Her academies may be frequent, her colleges ample and richly endowed, and yet her people be ignorant and vicious.

I would most earnestly recommend a call, from some high source, for a Teachers' Convention, (from which no friend of education should be excluded,) to be held early in the spring—perhaps composed of one or more delegates from each county, appointed by the Teachers in convention. I rejoice that efforts are made by the Secretary of State to excite an interest on this subject; and thousands of hearts will respond to any efforts that you, in your wisdom, may suggest to carry forward an enterprise, vital to the interest of our State, and our common country.

Very respectfully, &c., your ob't servant.



*December 9th, 1846.*

SIR: In regard to persons under twenty-one years of age in this county, who usually attend academies, and other schools, not supplied by any portions of the public funds of Ohio, there are probably no more than 8 or 10. I am a friend to education, and have had for many years something to do in the affairs of schools, both public and academical, and I find the state of education, particularly in this county, in rather a bad condition, especially among the common schools. This state of affairs has principally grown out of a neglect of officers. In the first place, the directors have failed in their duty; some through ignorance, and others through carelessness and negligence. There is not interest enough felt in procuring good teachers. The question is not, "Is he qualified?" but the first question is, generally, "What do you ask?—how much will you charge us to teach for three, four or five months?" as the case may be. In some districts they have a stated price, and whoever comes along that will teach at their offer, gets the school. In a word, the directors think they have served the best interests of their district, when they have employed a teacher for a low price. In the second place, the County School Examiners are generally too fond of the "dimes:" for the sake of fifty cents, they scarcely ever fail to grant a certificate, whether the applicant be qualified or not. In the examination of applicants, the *manner* of teaching is rarely thought of. The inquiry is not made, "Do you know how to manage a school?" "Are you of the right *turn* to gain the favor of the scholars?" &c. But the question is, simply, Have you book-learning enough to teach a school? To remedy these evils, it is, in my opinion, necessary that good, well qualified teachers be chosen, or appointed for examiners, and that they be men of integrity—not afraid to refuse a certificate, when the applicant is incompetent. To accomplish this desirable end, it is necessary that the examiners be paid a salary for their services, then the fifty cent temptation will be no inducement. In the third place, our township trustees, generally, think it unnecessary for the township superintendent to visit the schools, and *make* a report of their condition, and therefore have dispensed with it. Something must be done by the Legislature to stimulate the officers to their duty, &c. The mode of instruction practiced in our common schools, I am utterly opposed to. The scholar goes to school, year after year, but appears to be very little benefited. And why is it? There must be something wrong; and the wrong is simply this: The schools, in the first place, are not made interesting and agreeable to the scholars. Secondly, the mind is not exercised enough, nor in the right manner; in fact, the mind is not disciplined. The child needs something more than being informed of facts. If a child receives a knowledge of things, without exercising the mind, or without investigating principles, it will do it but little good. The pupil should not be told the simple fact, but should be put on the track to arrive at the truth; then the mind will be exercised, and will be capable of further investigation and research:

in a word, will think for itself. Teachers, generally, do not understand the philosophy of mind. They consider children's heads like empty casks, and it is their business to fill them.

Yours, respectfully.

*November 23, 1846.*

DEAR SIR :—Yours of the 4th inst. did not come to hand until the 10th and immediately upon its receipt I proceeded to make the investigation required. There are fifteen townships in our county, and upon examination I found reports from fourteen clerks of said townships, containing the number of scholars within their jurisdictions; five reports only, out of the fourteen, contain the statistics required by law to be furnished to the county auditor, and one township from which no report had been received. This is certainly a great deficiency on the part of the common school officers in Harrison county, and as one of its citizens, I confess I feel ashamed of it.

The ten delinquent township clerks who have failed to furnish the statistics required, I have already written to in as respectful language as the occasion and subject permitted, requesting them to furnish the county auditor with the necessary common school statistics, immediately. It will be almost impossible for the clerks to furnish this information against the first of next month. From an examination of the records, I find the township clerks will have to correspond with, or visit eighty district clerks to obtain the information required.

The Franklin college, located within our county, has about forty students in attendance, twenty of whom are under age. This information I obtained from Mr. Mason, the teacher of the select school in this place, and may be relied upon as being correct.

Mr. Mason's select school, located in this place, numbers forty-three students, all of whom are under twenty-one years of age. I suppose the number 63 is a usual yearly attendance on other schools within this county.

It would be difficult for me to answer your inquiries on other subjects. I believe, however, in most, if not all the districts in the county, the people have schools taught a portion of the year. Notwithstanding the defects in the reports of the clerks made to the auditor of this county, it is by no means proof positive that we have no schools in Harrison county.

The present system would, in my opinion, be carried on with more spirit, and probably do well enough, if the township superintendents were permitted to visit and superintend, in person, the schools within their several jurisdictions; but until this is done, I see no way to remedy the defects and evils which now exist, except by the creation of a new and distinct officer, who can devote his whole time within the county, to the subject of common school education, and in obtaining the requisite information. In this way I believe all the evils of the present system may be remedied.

Having been acquainted, personally, with many of the common school teachers within the county for the last ten or twelve years, and particularly for the last three years, I can very confidently say, that we have at this time a majority of the best qualified teachers which the county has been favored with at any previous period within my knowledge.

Respectfully yours.

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November 28, 1846.

DEAR SIR: Agreeably to your request, I called at the auditor's office this morning, who informed me that he had not received a single report from any of the township clerks in the county. So far as I have been able to ascertain, the number of persons in the counties of Putnam, Allen and Shelby, attending academies and colleges, who do not participate in the benefits of the public funds, does not exceed four or five. The state of education in this county, and several north of us, is very low; and must continue so, as long as teachers are no better qualified than at present—not one in ten in this part of the State being capable of teaching. The people themselves do much to paralyze the whole system of education and defeat the objects of its friends, (I do not say intentionally,) by employing any and every kind of teachers. The great desideratum with them, is, to obtain the lowest bidder—not the most competent man—and this operates as a bonus with many teachers, inducing them to remain perfectly satisfied in their ignorance without making a single effort to improve. There are many teachers employed who could not tell the price of 5 bushels of corn at 18½ cents per bushel. It is enough to give a man a chill to visit some of our public schools and hear the torturing the “King’s English” has to undergo; every kind of sound may be heard, and not a single sentence read correctly. Better we had no schools, than such as we now have in some parts of the State, for what is learned, is so imperfectly done that it is of little or no value. Your great object, and that of the Legislature, will be to correct the evils of our system as far as practicable—an arduous, but noble work. I think full reports might be obtained from all the teachers in the State, by passing a law that they shall not be entitled to draw any of the public funds until they have placed full reports of the condition of their schools in the hands of the proper officers. To secure the same from township clerks, may be a little more difficult; still, I think it can be done. As many of them have not enough of public spirit to act upon the *pro bono publico* principle, allow them a small compensation for their services, and then annex a penalty for failing to report in full. It seems to me this would be the best method of securing the object, and perhaps the only one. Again—many of the directors do injury to the cause of education by confining instruction to reading, writing and arithmetic, and forbidding any higher branches to be taught; claiming that the present law clothes them with this power.

In the town in which I live, nearly one half the scholars were excluded from the public schools last winter, and denied the benefit of the public funds, who wished to study any thing beyond this A, B, C, course; thus virtually defeating the very object of the Legislature, which was to afford all the youth of the State such an education as would qualify them for discharging intelligently all the duties of the various relations of life. Now, such a power should not be placed in the hand of any director; the Legislature should remedy forthwith this evil by giving the power to the parent or guardian, when the teacher is qualified, to have his child or ward taught any branch he may desire. The Legislature, as the guardians of public education, should require higher qualifications of teachers, than they now do. None should receive certificates to teach, who are not thoroughly prepared to instruct in orthography, reading, writing, arithmetic, geography, English grammar, &c. Every child should be instructed in his own language, at least, and be taught to study the geography of his own country and of the world. There is another evil attached to our system, respecting school examiners. Many of them are utterly destitute of qualifications for the high trust reposed in them; and surely every county could furnish suitable persons for that station, if a little care were exercised. It is feared that many examiners care little what kind of teachers receive certificates, provided they pay the fifty cents required by law; unless a change can be wrought in this part of our system, also, little good may be expected.

Very respectfully, yours, &c.

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[ C. ]

KIRTLAND, LAKE COUNTY, OHIO,  
December 10, 1846.

*Hon. Samuel Galloway, Secretary of State:*

SIR: Your letter, requesting information respecting the condition of common schools in our county, is received.

I learn that our county auditor is making an effort to furnish you all the *statistical* information in his power, required by law. I will therefore proceed to answer some other inquiries proposed.

I may state, first, that twelve months since a Common School Society was formed in our county, the object of which is to improve the common schools of the county. After the organization of the society, it was thought that the first step necessary to be taken, in the way of improvement, was to ascertain the exact condition of the schools,—to learn precisely what defects existed, either in the condition of school houses, the qualifications of teachers, the methods of teaching, or the non-attendance of pupils,—and thus be prepared to provide the appropriate remedies. For this purpose, an agent was employed to visit all the common schools of the county, and collect and re-

cord information of every kind, supposed to have a bearing upon the interests or prosperity of common schools. The facts thus collected, may be embraced under the following heads :

- I. Of school houses and apparatus.
- II. Of attendance of pupils ; classes and studies.
- III. Of text-books.
- IV. Of teachers.
- V. Results of examinations in the branches taught.

**I. OF SCHOOL HOUSES AND APPARATUS.**—The facts collected under this head, in each district, refer to the location of the school house and the area of the school house lot ; the area of the house itself, and whether of wood, brick or stone,—whether tight or open ; the condition of the walls, ceiling, writing-desks and seats ; whether provided with black-boards, maps and globes ; whether properly supplied with stoves and fuel ; and whether any provision has ever been made for ventilating the rooms.

From this special and careful examination, it is ascertained that the school houses of our county are generally in a poor condition, and badly constructed ; that the location of the school house lot is generally good, but the lot itself is much too small,—usually less than one-eighth of an acre ; that the rooms are generally too small and too low ; that the writing-desks are badly arranged, and the seats badly constructed ; that nearly every school house is supplied with a black-board, but not often with globes, maps, or any other apparatus ; that *all* were well supplied with fuel and stoves ; and that about one-third of the rooms may be easily ventilated.

**II. OF ATTENDANCE OF PUPILS ; CLASSES AND STUDIES.**—The plan adopted, in making examinations with respect to the attendance of pupils, was to ascertain, from the county auditor's office, the number of children returned from each district, to draw public money. In visiting the school, the number of pupils entered upon the teacher's register was noted down ; and lastly, the number present at the time of making the examination.

The results are as follows : In five townships visited, there were 3,859 children returned, to draw public money. There were registered, on the teachers' lists, 2,861 ; and there were present, at the time of making the examinations, 2,091 : showing that a fraction over one-half of those returned, to draw public money, really attend school regularly. There are between forty and fifty pupils attending select schools or academies in the townships visited, not included in the last estimate.

With respect to **CLASSES AND STUDIES**, the following facts are shown :

Of the whole number present at the time of making the examinations, seven-twentieths have no other exercises than reading and spelling ; three-tenths attend to mental arithmetic ; and 1,091, or a fraction over one-half, attend to written arithmetic. In fifty-three of the sixty schools visited, pupils are classed in arithmetic, as in other branches, and regular recitations heard by the teacher.

Of the 1,072 attending to written arithmetic, 259 are members of the first class; and 60 scholars have, at some time, been through some text-book in this science.

The average age of the members of the first class is a fraction over sixteen years.

There are 415 pupils in the sixty schools attending to geography, and 188 that have, at some time, been through with this study. In eleven of the sixty schools, pupils in geography are required to draw the outlines of countries at the blackboard.

There are 335 pupils attending to English grammar, of the 2,094 in attendance.

In seventeen of the sixty schools, attention is paid to the elementary sounds of the language. In seven of the sixty schools, scholars in English grammar are required to write compositions. In eleven of the sixty there are exercises in declamation.

There are, of the 2,094 in attendance, 73 pupils attending to natural philosophy, seventeen attending to algebra, six to astronomy, and one to geometry.

In all the schools attention is paid to penmanship. Very little systematic instruction is given, however, by teachers; and the writing books, in most schools, were in quite the reverse of a good condition.

In twenty of the sixty schools, there are religious exercises in the morning or evening, or both.

III. OF TEXT BOOKS.—The number and kind of text books used in all the schools visited, has been ascertained; and the result shows an almost entire uniformity in the county. In the common branches, they are as follows: Webster's Elementary Spelling Book, Colburn's Mental Arithmetic, Adam's Written Arithmetic, the Eclectic Reading Books, Porter's Rhetorical Reader, Olney's and Morse's Geographies, and Brown's and Kirkham's Grammars. Pupils are also well supplied with such books as they need.

IV. OF TEACHERS.—In the sixty schools visited, thirty-four male teachers are employed, at an average of thirteen dollars and thirty-six cents per month, and twenty-six females, at an average of one dollar and seventy-six cents per week.

With respect to the character and qualifications of the teachers employed in this county, it is believed that the teachers of common schools are more faithful, competent, and efficient than might be expected, from the general indifference to the wants and interests of common schools. Much of the increased attention to the interests of popular education, in this part of the State, has been among teachers of common schools; and an excellent disposition has been manifested on their part, to become better qualified to give instruction, by attending teachers' institutes and public schools, where much attention is paid to the common branches.

V. RESULTS OF EXAMINATIONS IN THE BRANCHES TAUGHT.—The method adopted in making the examinations, is as follows: Nine questions were prepared in arithmetic, ten in grammar, and ten in geography, and written out in a journal. Permission was asked of the teachers, in each school, to allow these questions to be proposed to the first class in each of the foregoing branches. A record was made of the number of pupils in each first class, and of the number of correct answers given to each question, the number of incorrect answers given to each, and the number who failed to give any answer. To the questions in arithmetic, a limited time was allowed for the performance of each example. The several questions were prepared or selected expressly for the occasion; and no school or class had any advantage over any other school or class, so far as a previous knowledge of the particular questions is concerned. The results of these examinations are as follows:

#### ARITHMETIC.

*Question No. 1.*—A man has twenty-six acres of land, which he wishes to lay out in village lots, and each lot is to contain three roods and ten rods of ground. How many village lots will he have? Time allowed for the performance, four minutes.

This question was proposed to 259 pupils. One hundred and forty-six gave correct answers, thirty-four incorrect, and seventy-nine no answer.

*Question No. 2.*—If a bushel of barley cost fifty cents, what will 4-5ths of a bushel cost?

Time allowed, two minutes. Proposed to 259 pupils. There were two hundred and eighteen correct answers, nine incorrect, and thirty-two gave no answers.

*Question No. 3.*—If a man can earn 40 cents by working 4-7ths of the day, how much can he earn by working all day? Time, three minutes. Proposed to 259 pupils. One hundred and fifty-four correct answers were given, eighteen incorrect, and eighty-seven gave no answer.

*Question No. 4.*—Which is the greater fraction,  $\frac{1}{2}$  of  $\frac{2}{3}$  or  $\frac{2}{3}$  of  $\frac{1}{2}$ ? Time, three minutes. Proposed to 259 pupils. One hundred and seventy-four correct answers were given, no incorrect, and eighty-five gave no answer.

*Question No. 5.*—Multiply six and five hundredths by five tenths. Time, two minutes. Proposed to 259 pupils. One hundred and three correct answers were given, thirty six incorrect, and one hundred and twenty gave no answer.

*Question No. 6.*—What is the interest of \$95 25 two years and 8 months, at 5 per cent.? Time, five minutes. Proposed to 259 pupils. One hundred and one correct answers were given, five incorrect, and one hundred and fifty-three gave no answer.

*Question No. 7.*—If one teacher can mend two pens in a minute, how long will it take three teachers to mend 28 pens? Time, 4 min-

utes 40 seconds. Proposed to 259 pupils. Ninety-eight correct answers were given, nineteen incorrect, and one hundred and forty-two gave no answer.

*Question No. 8.*—A man purchased a farm and after paying 6-20 of the price in cash, he still owed \$1,288: what was the price of the farm? Time, five minutes. Proposed to 259 pupils. Sixty correct answers were given, fifteen incorrect, and one hundred and eighty-four gave no answer.

*Question No. 9.*—Gunpowder is composed of 5 parts sulphur, 7 parts charcoal and 38 parts nitre: how many pounds of each in 100 lbs. gunpowder? Time, 4 minutes. Proposed to 259 pupils. Sixty-seven correct answers were given, two incorrect, and one hundred and ninety gave no answer.

#### GRAMMAR.

*Question No. 1.*—Labor conquers all things, said Virgil. How many capital letters should be used in writing this sentence? Proposed to 199 pupils. One hundred and sixty-five correct answers were given, twelve incorrect, and twenty-two gave no answer.

*Question No. 2.*—What marks of punctuation should be used in writing the above sentence? Proposed to 199 pupils. One hundred and fifty-seven correct answers were given, eleven incorrect, and thirty-one gave no answer.

*Question No. 3.*—Is the sentence above given a *simple* or *compound* sentence. Proposed to 199 pupils. One hundred and thirty-eight correct answers were given, five incorrect, and fifty-six gave no answer.

*Question No. 4.*—How much of the above may be regarded as a *simple* sentence? Proposed to 199 pupils. One hundred and forty-four correct answers were given, no incorrect, and fifty-five gave no answer.

*Question No. 5.*—In this simple sentence which are the principal parts? Proposed to 199 pupils. One hundred and thirteen gave correct answers, seven incorrect, and seventy-nine gave no answer.

*Question No. 6.*—Industry and economy leads to wealth. Correct the false syntax in this sentence. Proposed to 199 pupils. One hundred and three correct answers were given, no incorrect, and ninety-six gave no answer.

*Question No. 7.*—What rule of syntax is violated in the example above given? Proposed to 199 pupils. Sixty-seven correct answers were given, no incorrect, and one hundred and thirty gave no answer.

*Question No. 8.*—Is the definite article *the* ever a noun? Proposed to 199 pupils. Seventeen gave correct answers, six incorrect, and one hundred and seventy-six gave no answer.

*Question No. 9.*—What is understood by the conjugation of the verb? Proposed to 199 pupils. One hundred and sixteen gave correct answers, one incorrect, and eighty-two gave no answer.

*Question No. 10.*—How many principal parts in the conjugation of every simple and complete verb? Proposed to 199 pupils. Fif-



ty-five correct answers were given, no incorrect, and one hundred and forty-four gave no answer.

#### GEOGRAPHY.

*Question No. 1.*—Which of the grand divisions of the globe is largest? Proposed to 207 pupils. One hundred and ninety correct answers were given, no incorrect, and seventeen gave no answer.

*Question No. 2.*—Which of the grand divisions of the globe is most populous? Proposed to 207 pupils. Seventy-one correct answers were given; no incorrect; and one hundred and thirty-six gave no answer.

*Question No. 3.*—What was the population of the United States, by the last census? (in round numbers.) Proposed to 207 pupils. Fifty-eight correct answers were given; two incorrect; and one hundred and forty-seven gave no answer.

*Question No. 4.*—Is the climate of England and France colder or warmer than the same latitude in the United States? Proposed to 207 pupils. Sixty-five correct answers were given; seven incorrect; and one hundred and thirty-five gave no answer.

*Question No. 5.*—In what general direction do the great mountain ranges of Asia run? Proposed to 207 pupils. Fifty-six correct answers were given; five incorrect; and one hundred and forty-six gave no answer.

*Question No. 6.*—How many long parallel ranges in Asia, running in an easterly and westerly direction? Fifty-eight correct answers were given; two incorrect; and one hundred and forty-seven gave no answer.

*Question No. 7.*—In what general direction do the principal rivers in Ohio run? One hundred and forty-six correct answers were given; no incorrect; and sixty-one gave no answer.

*Question No. 8.*—Which of the United States has the greatest population? One hundred and seven correct answers were given; no incorrect; and one hundred gave no answer.

*Question No. 9.*—Which is the most populous city on the western continent? One hundred and five correct answers given; no incorrect; and one hundred and two gave no answer.

*Question No. 10.*—In what direction do the principal rivers in New-England run? One hundred and ninety-five correct answers were given; no incorrect; and twelve gave no answer.

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The foregoing report is condensed from a journal kept at the time of visiting the schools, and making the examinations.

The facts embodied are submitted with much confidence as to their accuracy, though with some reluctance, as showing an unfavorable condition of common schools in this county.

to become members of society, may receive the benefits of such improvements. If, by individual effort, by united effort, by discussion or by legislation, any reforms can be introduced, it is of the utmost importance to children, to parents and to the State, that such reforms should be commenced immediately, and that we should not wait the next thousand years for improvements to be introduced, which are already within our reach.

It is very sincerely hoped therefore, that the efforts you are now making to collect facts and opinions from different portions of the State, will be successful, and that the information thus obtained and presented, will duly influence the conduct of public men and private citizens.

Very respectfully,  
M. F. COWDERY,  
*Agent of Lake Co. Com. School Society.*

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**BACK NUMBERS.**—The first volume of the Journal, containing six numbers, can be furnished for 25 cents each. Any person who will send the money for four subscribers to the second volume, shall receive the first, gratis.

## PROSPECTUS OF THE OHIO SCHOOL JOURNAL--VOL. 2, 1847.

The second volume will be published monthly, in Columbus, each number containing sixteen pages octavo.

The Journal will be devoted entirely to the promotion of education—physical, intellectual, social, and moral; and especially to the improvement of Common Schools—the better education of teachers—the elevation of the employment of teaching to the rank it should hold in the community—the diffusion of intelligence relating to the best modes of teaching, to the location and construction of school houses, and to the progress of education in this State and in other States and countries; it will contain the Annual Report of the State Superintendent of Common Schools, and the School Laws of general interest which may be enacted during the present session of the Legislature.

Postmasters, School Officers, Teachers, and the friends of education in general, are respectfully invited to aid in giving it a wide circulation.

Editors who give this prospectus one insertion and forward a copy marked, will receive the Journal for the year.

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laws of physical, intellectual, and moral growth, and above all, that they themselves should be profoundly impressed with the moral importance of their labors.

And next we need some general *supervision* of these great interests. We need some individual in every county, perhaps in every township of our State, who shall devote all his sympathies, and all of his energies, to the interests of common schools in the county or territory assigned to him — some man, competent by talent and learning, competent by energy of character, by integrity of purpose, and purity of life, who shall consecrate himself to the work of "*loving men*," and whose duty it shall be to see that the neglected, wayward children of every cottage and cabin, of every street and highway, and byway of the land, be brought within the influences of the school room, and there be faithfully trained to habits of labor and discipline, to a love of propriety, disinterestedness, and refinement — whose duty it shall be to see that the thousands of dollars now annually expended for the education of children in each county, shall be faithfully converted into knowledge and virtue.

In conclusion, I desire respectfully to say, that these great interests demand *immediate attention*. It is neither wise nor safe, to suffer subjects of such exceeding interest to remain neglected, obscured and eclipsed, after a full conviction of their immense importance. There are at present six or seven hundred thousand children in the State that are, or ought to be, in the *district school*. In the common course of things, a portion of these children will attend the common school this winter for the last time. They are next spring to *graduate*, with such honors as they may. They are then to go forth to their various callings and pursuits — the son to the field, to the workshop, to the counting-room — to his place in society as a son, as a husband, as a father, as a member of society, as a citizen, as a man, as a christian — with such advantages as the *district school* has afforded him — with his mind disciplined and stored with facts and principles in science, and that high sense of duty which may place him in position but "little lower than the angels," always present to guide him and illuminate his pathway; or his mental powers all neglected and undeveloped, his mind grovelling and depraved, and his sense of right and duty all obscured, perhaps nearly obliterated. And the daughter must go to her household duties — to the domestic fireside — to the social circle — to her sphere in society as woman — with her fine perceptions made finer and clearer, and her delicate sensibilities, and those affections which are to constitute her "strong tower of strength," made doubly strong, doubly beautiful and doubly admirable from the careful culture they have undergone; or, she must go uncultivated and unprepared for the noble destiny which awaited her, and to which God has ordained her, and learn to be content with a narrower sphere, a more limited influence, perhaps a more trying lot.

Now, if any thing can be done for common schools — if there is any where any *room* for improvements, it is important that those improvements should be made *immediately*, that those who are soon

superintendent) obliged to report on all subjects as instructed by State Department, from personal examination, I believe soon a vast difference would be perceptible in many, if not all the schools. Those who now give certificates never see the teacher in the school house, just where they can *best* judge of his competency. We all know, that a man or woman may be a good scholar, and yet never can be a good teacher. Our present examiners judge, (if they judge at all,) for the facilities to answer a few questions, that are oftentimes but poorly understood by the teachers. Next, a better *class* of teachers must be raised. Our school houses may be palaces upon which the greatest extravagance is lavished, and yet our schools be inefficient, or nurseries of vice. Teaching must be made a profession, before we can have our schools what they should be, "the People's Colleges," where the whole man is educated, mental, moral and physical. Most of our teachers are engaged in teaching but for a few terms, and in different portions of the county; they feel no responsibility, and often have but little concern, except to keep on "good terms," get their wages, and "be off." A normal school, established on principles similar to the one at Albany, N. Y., is needed, and should be had. Suppose eight or ten thousand dollars yearly be taken out of the school fund, will it not in a few years give back good measure running over? and men and women be sent all over the State *well qualified* in the business of teaching, not keeping school. No remark is oftener heard than that "our public money is thrown away." Let men know that they can be *supported* and *respected* as school teachers, and hundreds will join the ranks, to labor in this grand, high and noble enterprise. In October last we made a great effort to get up a Teachers' Institute, as we have in N. Y. heretofore; a few were enlisted in it, and with the combined labor of I. J. Allen, Esq., H. Colby and myself, a class was drilled. A commencement has been made in other parts of the State in the same way, as you are well aware; and from no other source can we look for so effectual and speedy reform, in the character and qualifications of our teachers, as Teachers' Institutes. We intend to labor, while life and health last, for the elevation of *common schools in Ohio*. Surely no object is more deserving and needy than this. Ohio must keep pace in intelligence, or her day of prosperity will ere long close. Her academies may be frequent, her colleges ample and richly endowed, and yet her people be ignorant and vicious.

I would most earnestly recommend a call, from some high source, for a Teachers' Convention, (from which no friend of education should be excluded,) to be held early in the spring—perhaps composed of one or more delegates from each county, appointed by the Teachers in convention. I rejoice that efforts are made by the Secretary of State to excite an interest on this subject; and thousands of hearts will respond to any efforts that you, in your wisdom, may suggest to carry forward an enterprise, vital to the interest of our State, and our common country.

Very respectfully, &c., your ob't servant.

*December 9th, 1846.*

SIR: In regard to persons under twenty-one years of age in this county, who usually attend academies, and other schools, not supplied by any portions of the public funds of Ohio, there are probably no more than 8 or 10. I am a friend to education, and have had for many years something to do in the affairs of schools, both public and academical, and I find the state of education, particularly in this county, in rather a bad condition, especially among the common schools. This state of affairs has principally grown out of a neglect of officers. In the first place, the directors have failed in their duty; some through ignorance, and others through carelessness and negligence. There is not interest enough felt in procuring good teachers. The question is not, "Is he qualified?" but the first question is, generally, "What do you ask?—how much will you charge us to teach for three, four or five months?" as the case may be. In some districts they have a stated price, and whoever comes along that will teach at their offer, gets the school. In a word, the directors think they have served the best interests of their district, when they have employed a teacher for a low price. In the second place, the County School Examiners are generally too fond of the "dimes:" for the sake of fifty cents, they scarcely ever fail to grant a certificate, whether the applicant be qualified or not. In the examination of applicants, the *manner* of teaching is rarely thought of. The inquiry is not made, "Do you know how to manage a school?" "Do you know the proper mode of instruction?" "Are you of the right *turn* to gain the favor of the scholars?" &c. But the question is, simply, Have you book-learning enough to teach a school? To remedy these evils, it is, in my opinion, necessary that good, well qualified teachers be chosen, or appointed for examiners, and that they be men of integrity—not afraid to refuse a certificate, when the applicant is incompetent. To accomplish this desirable end, it is necessary that the examiners be paid a salary for their services, then the fifty cent temptation will be no inducement. In the third place, our township trustees, generally, think it unnecessary for the township superintendent to visit the schools, and *make* a report of their condition, and therefore have dispensed with it. Something must be done by the Legislature to stimulate the officers to their duty, &c. The mode of instruction practiced in our common schools, I am utterly opposed to. The scholar goes to school, year after year, but appears to be very little benefited. And why is it? There must be something wrong; and the wrong is simply this: The schools, in the first place, are not made interesting and agreeable to the scholars. Secondly, the mind is not exercised enough, nor in the right manner; in fact, the mind is not disciplined. The child needs something more than being informed of facts. If a child receives a knowledge of things, without exercising the mind, or without investigating principles, it will do it but little good. The pupil should not be told the simple fact, but should be put on the track to arrive at the truth; then the mind will be exercised, and will be capable of further investigation and research:

in a word, will think for itself. Teachers, generally, do not understand the philosophy of mind. They consider children's heads like empty casks, and it is their business to fill them.

Yours, respectfully.

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*November 23, 1846.*

DEAR SIR :—Yours of the 4th inst. did not come to hand until the 19th and immediately upon its receipt I proceeded to make the investigation required. There are fifteen townships in our county, and upon examination I found reports from fourteen clerks of said townships, containing the number of scholars within their jurisdictions; five reports only, out of the fourteen, contain the statistics required by law to be furnished to the county auditor, and one township from which no report had been received. This is certainly a great deficiency on the part of the common school officers in Harrison county, and as one of its citizens, I confess I feel ashamed of it.

The ten delinquent township clerks who have failed to furnish the statistics required, I have already written to in as respectful language as the occasion and subject permitted, requesting them to furnish the county auditor with the necessary common school statistics, immediately. It will be almost impossible for the clerks to furnish this information against the first of next month. From an examination of the records, I find the township clerks will have to correspond with, or visit eighty district clerks to obtain the information required.

The Franklin college, located within our county, has about forty students in attendance, twenty of whom are under age. This information I obtained from Mr. Mason, the teacher of the select school in this place, and may be relied upon as being correct.

Mr. Mason's select school, located in this place, numbers forty-three students, all of whom are under twenty-one years of age. I suppose the number 63 is a usual yearly attendance on other schools within this county.

It would be difficult for me to answer your inquiries on other subjects. I believe, however, in most, if not all the districts in the county, the people have schools taught a portion of the year. Notwithstanding the defects in the reports of the clerks made to the auditor of this county, it is by no means proof positive that we have no schools in Harrison county.

The present system would, in my opinion, be carried on with more spirit, and probably do well enough, if the township superintendents were permitted to visit and superintend, in person, the schools within their several jurisdictions; but until this is done, I see no way to remedy the defects and evils which now exist, except by the creation of a new and distinct officer, who can devote his whole time within the county, to the subject of common school education, and in obtaining the requisite information. In this way I believe all the evils of the present system may be remedied.

Having been acquainted, personally, with many of the common school teachers within the county for the last ten or twelve years, and particularly for the last three years. I can very confidently say, that we have at this time a majority of the best qualified teachers which the county has been favored with at any previous period within my knowledge.

Respectfully yours.

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November 28, 1846.

DEAR SIR: Agreeably to your request, I called at the auditor's office this morning, who informed me that he had not received a single report from any of the township clerks in the county. So far as I have been able to ascertain, the number of persons in the counties of Putnam, Allen and Shelby, attending academies and colleges, who do not participate in the benefits of the public funds, does not exceed four or five. The state of education in this county, and several north of us, is very low; and must continue so, as long as teachers are no better qualified than at present—not one in ten in this part of the State being capable of teaching. The people themselves do much to paralyze the whole system of education and defeat the objects of its friends, (I do not say intentionally,) by employing any and every kind of teachers. The great desideratum with them, is, to obtain the lowest bidder—not the most competent man—and this operates as a bonus with many teachers, inducing them to remain perfectly satisfied in their ignorance without making a single effort to improve. There are many teachers employed who could not tell the price of 5 bushels of corn at  $18\frac{3}{4}$  cents per bushel. It is enough to give a man a chill to visit some of our public schools and hear the torturing the "King's English" has to undergo; every kind of sound may be heard, and not a single sentence read correctly. Better we had no schools, than such as we now have in some parts of the State, for what is learned, is so imperfectly done that it is of little or no value. Your great object, and that of the Legislature, will be to correct the evils of our system as far as practicable—an arduous, but noble work. I think full reports might be obtained from all the teachers in the State, by passing a law that they shall not be entitled to draw any of the public funds until they have placed full reports of the condition of their schools in the hands of the proper officers. To secure the same from township clerks, may be a little more difficult; still, I think it can be done. As many of them have not enough of public spirit to act upon the *pro bono publico* principle, allow them a small compensation for their services, and then annex a penalty for failing to report in full. It seems to me this would be the best method of securing the object, and perhaps the only one. Again—many of the directors do injury to the cause of education by confining instruction to reading, writing and arithmetic, and forbidding any higher branches to be taught; claiming that the present law clothes them with this power.

The following table shows the sum apportioned to each county included in the act, and the sum which may be appropriated for Teachers' Institutes, &c., provided the fund bears an interest of *six per cent.* only.

County.	Surplus Revenue.	Income at one pr. ct.
Ashtabula -----	\$33,797 67	\$337 97
Cuyahoga -----	49,866 94	498 66
Delaware -----	25,678 81	256 78
Erie -----	15,492 35	154 92
Genuga -----	44,384 19	443 84
Lake -----	18,144 83	181 44
Lorain -----	25,489 62	254 89
Medina -----	29,039 22	290 39
Portage -----	53,833 74	538 33
Summit -----	29,330 02	293 30
Trumbull -----	57,438 37	574 38

[For the Ohio School Journal.]

### ELEMENTS OF SCHOOL GOVERNMENT.

All government lies in the *necessity of restraint*, over the subjects governed; and the nature and power of such restraint should correspond to the nature and power of those over whom it is exercised.

The complexity of any system of government (originating as government does, in the wants of the governed,) must, in a degree, correspond with the interests which it is called upon to protect, and the privileges it grants. A form of government protecting but one interest, or granting but one privilege, is plainly less complex, and much easier of administration, than one where the interests and privileges are more numerous and exalted.

But, however complicated in itself, or difficult of administration, any plan of government may be, a brief analysis will show it to be a creature of but very few elements.

The substantial elements of school government are, in our opinion, reducible to two; and we now propose hastily to notice them—their nature, relation, and mutual bearing, together with some of the *most approved motives* for securing their incorporation into every system of school government.

The elements referred to are *obedience* and *order*. There is seemingly an almost *necessary* connection between the two; so much so, at least, that if the one is secured the other is maintained. Or, to be more explicit, if a school is *obedient*, it would likewise be *orderly*. This, in our opinion, does not follow; for, though we are now considering order as an *element*, it is in reality compound in its nature. To use the language of Chemistry, it is a "compound radical," whose intrinsic elements are *method* and *harmony*.

It cannot have escaped the observation of the practical educator, and, indeed, addresses itself to the sound judgment of the inexperienced, that the most willing submission to authority (and this



is a summary of obedience,) may be secured, while every thing resembling *method* and *harmony* are totally absent. It is, therefore, conclusive to us, that, as elements of school government, they do not sustain that necessary connection (though acknowledged to be intimate) which is at first apparent. In a word, our meaning is this, that *obedience* does not, of necessity, imply prevailing order; but *genuine order* does presuppose the reign of willing and unreserved submission.

We have thus hastily noticed the nature and connection of these elements, preparatory to the statement and illustration of the fact, that much error, in practice, has sprung from an unfounded belief in their necessary connection and almost absolute identity. We believe that it is on this very ground, that the old plans of school discipline were most deeply in error. In days past, when the rod alone was the reigning motive to submission, and none could be persuaded that its absence was compatible with sound discipline; when stern tyranny held in awe the inmates of the school house, then was this slavish and forced obedience looked upon as the sure guaranty and indisputable evidence of *perfect order*. But, in fact, no genuine order may have existed here; such as recognizes sound method and uninterrupted harmony. It is not enough, then, to insure the element of order in school discipline, that the harsh and tyrannical mandates of some old, superannuated schoolmaster, should be obeyed. It is not enough, if we would profit by all that method promises, that implicit obedience be observed, and expect that existing order should be placed to the credit of the teacher, or one in authority.

But, leaving the nature and relation of these elements, we proceed to remark, that without there being a necessary connection, there is, most assuredly, an intimate relation and highly important bearing between them. As elements of all sound and wholesome school discipline, they constitute the very letter and spirit of its existence, and run parallel with it, through all its operations.

It is supposed that not a sentence need be written to establish the necessity of order and obedience, in their widest sense and fullest force, wherever and whenever children are to be educated.

Then follows the inquiry concerning the *most approved motives* for maintaining them.

First of all, is *love*. It was said by an ancient father, "love your people and you may say any thing to them"—and the old father would have uttered equally as much truth if he had said, teachers love your pupils, and the work of discipline is easy and effectual. Besides, there is not in the school house or out of it, so silent and yet so constraining a motive, as the constant manifestation of this affection. If one mind is to be acted upon by another, nothing in the universe can equal the moral power of love. Its exercise, with all that long train of natural offspring, such as gentleness, benevolence, kindness, and forbearance, constitute an array of moral motives too constraining for resistance. It is not in the human heart, unless shamefully depraved, when all these motives

utes 40 seconds. Proposed to 259 pupils. Ninety-eight correct answers were given, nineteen incorrect, and one hundred and forty-two gave no answer.

*Question No. 8.*—A man purchased a farm and after paying 6-20 of the price in cash, he still owed \$1,288 : what was the price of the farm? Time, five minutes. Proposed to 259 pupils. Sixty correct answers were given, fifteen incorrect, and one hundred and eighty-four gave no answer.

*Question No. 9.*—Gunpowder is composed of 5 parts sulphur, 7 parts charcoal and 38 parts nitre : how many pounds of each in 100 lbs. gunpowder? Time, 4 minutes. Proposed to 259 pupils. Sixty-seven correct answers were given, two incorrect, and one hundred and ninety gave no answer.

#### GRAMMAR.

*Question No. 1.*—Labor conquers all things, said Virgil.

How many capital letters should be used in writing this sentence? Proposed to 199 pupils. One hundred and sixty-five correct answers were given, twelve incorrect, and twenty-two gave no answer.

*Question No. 2.*—What marks of punctuation should be used in writing the above sentence? Proposed to 199 pupils. One hundred and fifty-seven correct answers were given, eleven incorrect, and thirty-one gave no answer.

*Question No. 3.*—Is the sentence above given a *simple* or *compound* sentence. Proposed to 199 pupils. One hundred and thirty-eight correct answers were given, five incorrect, and fifty-six gave no answer.

*Question No. 4.*—How much of the above may be regarded as a *simple* sentence? Proposed to 199 pupils. One hundred and forty-four correct answers were given, no incorrect, and fifty-five gave no answer.

*Question No. 5.*—In this simple sentence which are the principal parts? Proposed to 199 pupils. One hundred and thirteen gave correct answers, seven incorrect, and seventy-nine gave no answer.

*Question No. 6.*—Industry and economy leads to wealth.

Correct the false syntax in this sentence. Proposed to 199 pupils. One hundred and three correct answers were given, no incorrect, and ninety-six gave no answer.

*Question No. 7.*—What rule of syntax is violated in the example above given? Proposed to 199 pupils. Sixty-seven correct answers were given, no incorrect, and one hundred and thirty gave no answer.

*Question No. 8.*—Is the definite article *the* ever a noun? Proposed to 199 pupils. Seventeen gave correct answers, six incorrect, and one hundred and seventy-six gave no answer.

*Question No. 9.*—What is understood by the conjugation of the verb? Proposed to 199 pupils. One hundred and sixteen gave correct answers, one incorrect, and eighty-two gave no answer.

*Question No. 10.*—How many principal parts in the conjugation of every simple and complete verb? Proposed to 199 pupils. Fif-

ty-five correct answers were given, no incorrect, and one hundred and forty-four gave no answer.

#### GEOGRAPHY.

*Question No. 1.*—Which of the grand divisions of the globe is largest? Proposed to 207 pupils. One hundred and ninety correct answers were given, no incorrect, and seventeen gave no answer.

*Question No. 2.*—Which of the grand divisions of the globe is most populous? Proposed to 207 pupils. Seventy-one correct answers were given; no incorrect; and one hundred and thirty-six gave no answer.

*Question No. 3.*—What was the population of the United States, by the last census? (in round numbers.) Proposed to 207 pupils. Fifty-eight correct answers were given; two incorrect; and one hundred and forty-seven gave no answer.

*Question No. 4.*—Is the climate of England and France colder or warmer than the same latitude in the United States? Proposed to 207 pupils. Sixty-five correct answers were given; seven incorrect; and one hundred and thirty-five gave no answer.

*Question No. 5.*—In what general direction do the great mountain ranges of Asia run? Proposed to 207 pupils. Fifty-six correct answers were given; five incorrect; and one hundred and forty-six gave no answer.

*Question No. 6.*—How many long parallel ranges in Asia, running in an easterly and westerly direction? Fifty-eight correct answers were given; two incorrect; and one hundred and forty-seven gave no answer.

*Question No. 7.*—In what general direction do the principal rivers in Ohio run? One hundred and forty-six correct answers were given; no incorrect; and sixty-one gave no answer.

*Question No. 8.*—Which of the United States has the greatest population? One hundred and seven correct answers were given; no incorrect; and one hundred gave no answer.

*Question No. 9.*—Which is the most populous city on the western continent? One hundred and five correct answers given; no incorrect; and one hundred and two gave no answer.

*Question No. 10.*—In what direction do the principal rivers in New-England run? One hundred and ninety-five correct answers were given; no incorrect; and twelve gave no answer.

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The foregoing report is condensed from a journal kept at the time of visiting the schools, and making the examinations.

The facts embodied are submitted with much confidence as to their accuracy, though with some reluctance, as showing an unfavorable condition of common schools in this county.

It will be seen from these statements, that some of the prominent defects in the condition of common schools, and in the administration of the common school system, are *want of good school houses and apparatus, non-attendance of pupils, and want of thoroughness in the branches taught.* Many other defects might easily be mentioned: as the entire absence of all instruction on several subjects which should form a part of a common school education, and the want of thoroughly qualified teachers, and others; but perhaps these will suffice.

I am requested to state my views respecting the "means and remedies necessary to ameliorate the present system" of common schools in the State. It seems to me, that most of the present defects in the common schools of our county and State, have their origin in the general indifference to the importance of common schools to society and to the country. It is not for want of *means* or of *statute regulations*, that good school houses are not found in our county abundantly supplied with furniture and apparatus; it is not for want of *facilities*, that teachers in our county are not thoroughly qualified for their duties; it is not for want of *legal powers*, that school directors do not employ a competent teacher, and render the common school a blessing to the community; nor is it from a want of *funds from the State*, that *all* the children do not regularly attend school; but it is from the low estimate placed upon the importance of common schools by citizens generally, and the want of faith in their capacity for improvement, that such defects exist in these schools, from year to year. It is believed, therefore, that what is *first* needed, is the universal, deep, abiding conviction of the transcendent importance of common schools to society and to the country. The poor and the ignorant should feel that these alone can afford to them, and to their descendants, any adequate security for the blessings they at present enjoy, and the rich and the intelligent need to feel that there is no security for any earthly treasure, nor any rational hope of substantial public prosperity, when the children of the land are permitted to grow up in ignorance.

We need next to understand, distinctly, the *kind* of education needed for all, and the particular object to which all of our labors and sacrifices in this department should tend. It should be distinctly and universally understood, that such a system of education, such a course of instruction, is needed for every child in the land, as will fit him, first of all, for the *discharge of his duties as a man* — such an education as will afford to society some security that, when he comes to participate in its concerns — when he comes to assume the duties and responsibilities of a man and a citizen, that he is not only intellectually well qualified for these, but that he will, at all times, on all occasions, under all circumstances, *be faithful to his convictions.*

And next in importance: teachers are needed amply qualified for their high calling. We need such a company of men and women to instruct all of the children in the land, as shall be an honor to the country and an honor to humanity — men and women who can engage in their employments with a full knowledge of the principal

laws of physical, intellectual, and moral growth, and above all, that they themselves should be profoundly impressed with the moral importance of their labors.

And next we need some general *supervision* of these great interests. We need some individual in every county, perhaps in every township of our State, who shall devote all his sympathies, and all of his energies, to the interests of common schools in the county or territory assigned to him — some man, competent by talent and learning, competent by energy of character, by integrity of purpose, and purity of life, who shall consecrate himself to the work of "*loving men*," and whose duty it shall be to see that the neglected, wayward children of every cottage and cabin, of every street and highway, and byway of the land, be brought within the influences of the school room, and there be faithfully trained to habits of labor and discipline, to a love of propriety, disinterestedness, and refinement — whose duty it shall be to see that the thousands of dollars now annually expended for the education of children in each county, shall be faithfully converted into knowledge and virtue.

In conclusion, I desire respectfully to say, that these great interests demand *immediate attention*. It is neither wise nor safe, to suffer subjects of such exceeding interest to remain neglected, obscured and eclipsed, after a full conviction of their immense importance. There are at present six or seven hundred thousand children in the State that are, or ought to be, in the *district school*. In the common course of things, a portion of these children will attend the common school this winter for the last time. They are next spring to *graduate*, with such honors as they may. They are then to go forth to their various callings and pursuits — the son to the field, to the workshop, to the counting-room — to his place in society as a son, as a husband, as a father, as a member of society, as a citizen, as a man, as a christian — with such advantages as the *district school* has afforded him — with his mind disciplined and stored with facts and principles in science, and that high sense of duty which may place him in position but "little lower than the angels," always present to guide him and illuminate his pathway; or his mental powers all neglected and undeveloped, his mind grovelling and depraved, and his sense of right and duty all obscured, perhaps nearly obliterated. And the daughter must go to her household duties — to the domestic fireside — to the social circle — to her sphere in society as woman — with her fine perceptions made finer and clearer, and her delicate sensibilities, and those affections which are to constitute her "strong tower of strength," made doubly strong, doubly beautiful and doubly admirable from the careful culture they have undergone; or, she must go uncultivated and unprepared for the noble destiny which awaited her, and to which God has ordained her, and learn to be content with a narrower sphere, a more limited influence, perhaps a more trying lot.

Now, if any thing can be done for common schools — if there is any where any *room* for improvements, it is important that those improvements should be made *immediately*, that those who are soon

to become members of society, may receive the benefits of such improvements. If, by individual effort, by united effort, by discussion or by legislation, any reforms can be introduced, it is of the utmost importance to children, to parents and to the State, that such reforms should be commenced immediately, and that we should not wait the next thousand years for improvements to be introduced, which are already within our reach.

It is very sincerely hoped therefore, that the efforts you are now making to collect facts and opinions from different portions of the State, will be successful, and that the information thus obtained and presented, will duly influence the conduct of public men and private citizens.

Very respectfully,  
M. F. COWDERY,  
*Agent of Lake Co. Com. School Society.*

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**BACK NUMBERS.**—The first volume of the Journal, containing six numbers, can be furnished for 25 cents each. Any person who will send the money for four subscribers to the second volume, shall receive the first, gratis.

## PROSPECTUS OF THE OHIO SCHOOL JOURNAL--VOL. 2, 1847.

The second volume will be published monthly, in Columbus, each number containing sixteen pages octavo.

The Journal will be devoted entirely to the promotion of education—physical, intellectual, social, and moral; and especially to the improvement of Common Schools—the better education of teachers—the elevation of the employment of teaching to the rank it should hold in the community—the diffusion of intelligence relating to the best modes of teaching, to the location and construction of school houses, and to the progress of education in this State and in other States and countries; it will contain the Annual Report of the State Superintendent of Common Schools, and the School Laws of general interest which may be enacted during the present session of the Legislature.

Postmasters, School Officers, Teachers, and the friends of education in general, are respectfully invited to aid in giving it a wide circulation.

Editors who give this prospectus one insertion and forward a copy marked, will receive the Journal for the year.

**TERMS**—Single copies 50 cents; seven copies \$3.00; twelve copies \$5.00; twenty-five copies, \$10.00; payments to be made invariably in advance. Orders for the Journal may be directed, "*Ohio School Journal, Columbus, O.,*" or, (until the first of March next,) to A. D. LORD, *Kirtland, Lake county, O.*

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. II.] COLUMBUS, APRIL 1, 1847. [NO. 4.

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## ACTION OF THE LEGISLATURE.

We had hoped to be able to chronicle as a part of the history of education in our country, some decisive action on the part of the Legislature of this State during its past session. Something was, indeed, effected, but no general law providing for an efficient supervision of schools, for the encouragement of Teachers' Institutes, or for the diffusion of intelligence on the subject of education throughout the State, was secured.

We would not urge frequent changes in the school system of the State—we are no friends of innovation merely for the sake of change; but it would seem that the propriety and absolute necessity of a thorough supervision of Common Schools by a County Superintendent must be obvious to every reflecting mind, and the practicability and utility of the plan having been tested in New York for the last five or six years, and the fact that the same system has been adopted with equal success in Vermont, (after a full opportunity to observe its beneficial operation in N. Y.,) should satisfy every intelligent person of the desirableness of, at least, *authorizing* the appointment of such an officer in every county of the State.

The propriety of providing, at public expense, for the education of the Teachers of the 700,000 children and youth of the State cannot admit of a doubt in the mind of any well informed person who will give to the subject the consideration which its importance merits.

Of the importance of having a periodical devoted to education published under the sanction of the State and sent to every school district, it is not necessary here to speak.

In compliance with numerous petitions from the friends of education in different parts of the State, the following acts were passed, and the question whether similar provisions shall hereafter be made for the remainder of the State, must depend greatly upon the action of the counties named in these respective enactments.

## AN ACT

To provide for the appointment of County Superintendents of Common Schools, and defining their duties, in certain counties therein named.

SEC. 1. *Be it enacted by the General Assembly of the State of Ohio*, that the county commissioners in the counties of Ashtabula,

Lake, Geauga, Cuyahoga and Medina, Delaware, Knox, Muskingum, Lorain Portage, Holmes, Gallia, Lawrence, Champaign, Trumbull and Mahoning, Franklin, Madison, Clark, Hancock, Licking, Seneca, Sandusky, Crawford and Wyandott shall be and they are hereby authorized, at their June session in each year, to set apart, from any moneys in the county treasury not otherwise appropriated, such sum as they may deem proper for the payment of a county superintendent of common schools.

SEC. 2. That in case there are no moneys at the disposal of the county commissioners, they are hereby authorized to levy a tax (in the usual manner) for the purpose named in the preceding section.

SEC. 3. That, on or before the fifteenth day of August in each year, the county auditor shall give notice, by publication for two weeks, to the clerks of school districts in the county, of the action of the county commissioners in relation to the support of a county superintendent, and, in case the said commissioners shall have made provision for the payment of a county superintendent, the auditor shall at the same time notify the said clerks to meet at the court house in said county, for the purpose of electing the said superintendent, on the first Friday of October.

SEC. 4. On the said day of election, between the hours of ten and eleven o'clock in the forenoon the said clerks shall appoint three of their number judges of the election, who shall be sworn by any officer having authority to administer oaths, who shall receive the votes of said clerks for one person for superintendent of common schools in said county, written or printed on paper; the said election shall close at two o'clock in the afternoon of the same day, proceed to canvass the votes, declare the result, and make immediate return to the county auditor of the proper county, who shall give to the successful candidate a certificate of his election, under his seal of office.

SEC. 5. That the said county superintendent shall be ex officio chairman of the board of school examiners, and his signature be necessary to the validity of every certificate; that he may, at his discretion, renew the certificates of teachers who have been personally examined by the board, and may, with the concurrence of one of the said board of school examiners, annul the certificate of any teacher who proves incompetent in respect to learning, ability to teach, or moral character; and teachers shall be examined and certified free of charge.

SEC. 6. That the said county superintendent shall visit and examine all the common schools in the county, and keep a full record of such visits and examinations; that he shall meet and address the people in the several school districts and townships on the subject of education; shall encourage the formation of township and county educational societies, of teachers' associations, and promote the diffusion of intelligence relating to the cause of education, to the end that all children and youth in his county, depending upon common schools for instruction, may have the best education which



those schools can be made to impart, and shall be *ex officio* president of the county teachers' institute.

SEC. 7. That the said county superintendent shall, on or before the first day of December, annually, transmit to the state superintendent of common schools, at Columbus, an abstract of the record of his examinations of the common schools of the county, together with the report heretofore required of the county auditor, by the thirty-first section of the act entitled "an act for the support and better regulation of common schools and to create permanently the office of superintendent," passed March seventh, one thousand eight hundred and thirty-eight.

SEC. 8. That the township superintendent shall hereafter, on or before the fifteenth day of November, annually, transmit to the said county superintendent such an abstract as, by the thirty-first section of the act passed March seventh, one thousand eight hundred and thirty-eight, and the third section of the act amendatory thereto, passed March seventh, one thousand eight hundred and forty-two, the said township superintendent was required to transmit to the county auditor.

SEC. 9. The provisions of all acts inconsistent with the provisions of this act are hereby repealed.

February 8, 1847.

From the tenor of the foregoing act, it will be seen, that there is nothing obligatory in its provisions. It is left to the County Commissioners to decide, whether or not to appropriate or raise the funds necessary to defray the expenses of this office. It is, therefore, for the friends of education—for the *people*—to decide whether this office shall be created. It is for them to decide, whether the plan of a thorough supervision of the Common Schools, which has been so successful in New York and Vermont, which has been approved by the most enlightened friends of education in every State in the Union, the plan which can unquestionably do more for the elevation and improvement of our schools, than any other measure, nay, than all other measures connected with the administration of the school system can accomplish, without this—it is for the people to say, whether this plan shall be adopted or not. The people of these counties have an opportunity of setting an example for all the other counties in the State; of showing, by their prompt and energetic action in the present case, that they appreciate the importance of universal education, and of Common Schools, as the means of securing it—of proving that they feel that an intelligent supervision of any important enterprise, is an indispensable requisite for success, and that they are willing to place their schools on an equal footing with pecuniary enterprises.

Let County Conventions be called for the purpose of discussing and investigating every thing connected with the office contemplated in this act. Let the people of every town be addressed on this subject, and let meetings be held in every district and neighborhood, for we venture to say, that no political or other question now agitating the public mind, not even the question of the continuance

or suspension of the Mexican war, is of so much importance to the citizens of these counties, to the people of Ohio, aye, and of all the free States west of us, as the decision of the Commissioners in these twenty-five counties, on this subject.

To the people of these counties, it is a question of no less importance than the judicious expenditure of \$85,000 of public money, (which, by the amounts raised in the counties, will be increased to one hundred, or one hundred and twenty thousand dollars,) and the proper education of the 200,000 children and youth enumerated in those counties, and entitled to the benefits of the school system, and having now a claim, not only upon their parents and the school directors of their respective districts, but upon the Commissioners, and the people of the county, for the best education which, with the funds now given for the purpose, the existing school system, administered with all the intelligence and wisdom which can be derived from the past and the present, can possibly afford them.

And let it be remembered, that these youth are rapidly rising up around us, to assert their claim. Let these twenty-five counties, constituting nearly one third part of the State, do their duty in the present crisis, and we venture to predict, that but few years will elapse, before the school system, and the schools of Ohio, shall vie with those of any other State or nation on the globe.

Will the friends of education in each of these counties take this subject in hand, and present it in its proper light to the Commissioners? Will Teachers do their duty? Will every school officer and every citizen, feel that he has an interest in the decision of the question now at issue?

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## AN ACT

To encourage Teachers' Institutes.

WHEREAS, it is represented that, in several counties, associations of teachers of common schools, called Teachers' Institutes, have been formed, for the purpose of mutual improvement and advancement in their profession, which, it is represented, have already accomplished much to elevate the standard of common school instruction in their respective counties; therefore, in order to encourage such associations, and thus promote the cause of popular education,

SEC. 1. *Be it enacted by the General Assembly of the State of Ohio,* That in the several counties mentioned in the fifth section, in which such associations now exist, or in which such associations shall be hereafter formed, it shall be lawful for the county commissioners of said counties to appropriate the annual avails, or any part thereof, of the fund provided for in the third section of the act passed March nineteenth, one thousand eight hundred and thirty-eight, entitled "an act declaratory of, and amendatory to, an act entitled 'an act providing for the distribution and investment of this State's proportion of the surplus revenue,'" passed March twenty-eighth, one thousand eight hundred and thirty-seven, for the purposes of such associations.

SEC. 2. The moneys so appropriated, shall, upon the order of the county Auditor, be paid over to and expended by the board of school examiners of the proper county; the one-half, thereof, at least, to the payment of suitable persons as instructors and lecturers to such associations, and the balance to the purchase and support of a suitable common school library, for the use of such associations.

SEC. 3. Every teacher of common schools of the county, and every person of the county intending to become a teacher of common schools within the next twelve months, shall have the right, without charge for instruction, to attend the meetings of such associations, and enjoy all their benefits.

SEC. 4. It shall be the duty of all the county boards of school examiners, in the several counties mentioned in the fifth section, to report, annually, to the Secretary of State, during the month of December, the number of male and female teachers examined by them during the year, the number of certificates given, how many authorized the teaching of reading, writing and arithmetic only; and when money shall have been received by virtue of this act, they shall also report how it has been expended, and with what results.

SEC. 5. This act shall be in force only in the counties of Ash-tabula, Lake, Geauga, Cuyahoga, Erie, Lorain, Medina, Trumbull, Portage, Summit, and Delaware.

February 8, 1847.

The enactment, to which reference is made in the first section of the above act, is as follows:

"The Fund Commissioners of each county shall have power hereafter, to retain the net annual income of the State deposite in their hands, except the five per centum thereon to be paid to the county treasurer for the State School fund, and to invest the same in profitable stocks or mortgages, and to fund, annually, to dividends and interests of the investments so made to accumulate as a permanent fund for the support of Schools, or for the promotion of internal improvements, or for the building of academies in their counties."

From this it will be seen that a fund of not less than one per cent. of the income of the surplus revenue apportioned to these counties, may be appropriated for the purposes named in the act.

But in many of these counties this revenue is loaned at an interest of *seven per cent.*, so that the income will be much greater than that shown in the table below. The portion of the revenue given to Franklin co., for example, is \$36,838, and the income at one per cent. would be \$368 38, but the amount which actually accrues, over the "*five pr. ct.*" named above, is \$525 61. It is probable there is hardly a single county in which the sum provided by this act is not sufficient to sustain a Teachers' Institute, two, three or four weeks, beside allowing \$25, \$50 or \$100 for a Teachers' Library, and in some of the counties it is sufficiently large to do this and still leave \$200, \$300, or \$400 for the support of a County Superintendent.

The following table shows the sum apportioned to each county included in the act, and the sum which may be appropriated for Teachers' Institutes, &c., provided the fund bears an interest of *six per cent.* only.

County.	Surplus Revenue.	Income at one pr. ct.
Ashtabula -----	\$33,797 67	\$337 97
Cuyahoga -----	49,866 94	498 66
Delaware -----	25,678 81	256 78
Eric -----	15,492 35	154 92
Genuga -----	44,384 19	443 84
Lake -----	18,144 83	181 44
Lorain -----	25,489 62	254 89
Medina -----	29,039 22	290 39
Portage -----	53,833 74	538 33
Summit -----	29,330 02	293 30
Trumbull -----	57,438 37	574 38

[For the Ohio School Journal.]

### ELEMENTS OF SCHOOL GOVERNMENT.

All government lies in the *necessity of restraint*, over the subjects governed; and the nature and power of such restraint should correspond to the nature and power of those over whom it is exercised.

The complexity of any system of government (originating as government does, in the wants of the governed,) must, in a degree, correspond with the interests which it is called upon to protect, and the privileges it grants. A form of government protecting but one interest, or granting but one privilege, is plainly less complex, and much easier of administration, than one where the interests and privileges are more numerous and exalted.

But, however complicated in itself, or difficult of administration, any plan of government may be, a brief analysis will show it to be a creature of but very few elements.

The substantial elements of school government are, in our opinion, reducible to two; and we now propose hastily to notice them—their nature, relation, and mutual bearing, together with some of the *most approved motives* for securing their incorporation into every system of school government.

The elements referred to are *obedience* and *order*. There is seemingly an almost *necessary* connection between the two; so much so, at least, that if the one is secured the other is maintained. Or, to be more explicit, if a school is *obedient*, it would likewise be *orderly*. This, in our opinion, does not follow; for, though we are now considering order as an *element*, it is in reality compound in its nature. To use the language of Chemistry, it is a "compound radical," whose intrinsic elements are *method* and *harmony*.

It cannot have escaped the observation of the practical educator, and, indeed, addresses itself to the sound judgment of the inexperienced, that the most willing submission to authority (and this

is a summary of obedience,) may be secured, while every thing resembling *method* and *harmony* are totally absent. It is, therefore, conclusive to us, that, as elements of school government, they do not sustain that necessary connection (though acknowledged to be intimate) which is at first apparent. In a word, our meaning is this, that *obedience* does not, of necessity, imply prevailing order; but *genuine order* does presuppose the reign of willing and unreserved submission.

We have thus hastily noticed the nature and connection of these elements, preparatory to the statement and illustration of the fact, that much error, in practice, has sprung from an unfounded belief in their necessary connection and almost absolute identity. We believe that it is on this very ground, that the old plans of school discipline were most deeply in error. In days past, when the rod alone was the reigning motive to submission, and none could be persuaded that its absence was compatible with sound discipline; when stern tyranny held in awe the inmates of the school house, then was this slavish and forced obedience looked upon as the sure guaranty and indisputable evidence of *perfect order*. But, in fact, no genuine order may have existed here; such as recognizes sound method and uninterrupted harmony. It is not enough, then, to insure the element of order in school discipline, that the harsh and tyrannical mandates of some old, superannuated schoolmaster, should be obeyed. It is not enough, if we would profit by all that method promises, that implicit obedience be observed, and expect that existing order should be placed to the credit of the teacher, or one in authority.

But, leaving the nature and relation of these elements, we proceed to remark, that without there being a necessary connection, there is, most assuredly, an intimate relation and highly important bearing between them. As elements of all sound and wholesome school discipline, they constitute the very letter and spirit of its existence, and run parallel with it, through all its operations.

It is supposed that not a sentence need be written to establish the necessity of order and obedience, in their widest sense and fullest force, wherever and whenever children are to be educated.

Then follows the inquiry concerning the *most approved motives* for maintaining them.

First of all, is *love*. It was said by an ancient father, "love your people and you may say any thing to them"—and the old father would have uttered equally as much truth if he had said, teachers love your pupils, and the work of discipline is easy and effectual. Besides, there is not in the school house or out of it, so silent and yet so constraining a motive, as the constant manifestation of this affection. If one mind is to be acted upon by another, nothing in the universe can equal the moral power of love. Its exercise, with all that long train of natural offspring, such as gentleness, benevolence, kindness, and forbearance, constitute an array of moral motives too constraining for resistance. It is not in the human heart, unless shamefully depraved, when all these motives

in the whole community, a new interest in Common Schools has been awakened, as is shown by the increase both in the aggregate and the average attendance of pupils in them; for, while in 1840, fourteen-fifteenths of all who were attending any Schools or Seminaries whatever, were found in the Common Schools—in 1845, the proportion was twenty-six-twenty-sevenths. This is no faint praise of the plan which, to say the least, has done much to bring about these results—when it is remembered that since the adoption of the School System of that State, in 1815, not more than five or six years have occurred, in which the number of pupils *registered* in the Common Schools, did not exceed the whole number *enumerated* as of school age—while in our own State, but little more than half of those enumerated, receive instruction during any portion of the year.

The duties of County Superintendents, are perhaps described with sufficient plainness, in the act authorizing their appointment; but, we venture to say, that no person who has not witnessed the beneficial results of the employment of such an officer, can form any adequate conception of the importance of the office, or of the benefits to be expected from the adoption of the plan in our State.

It would seem, then, that the only objections to the creation of the office, which can arise in the minds of the Commissioners of any county, are the propriety of incurring the expense, and the difficulty of securing the proper men to discharge its duties.

Of the first of these only, we propose to speak at the present time. It will be readily seen, that it is left for the Commissioners to appropriate any sum they may think proper for this purpose; they may decide to set apart \$400, \$500, or more, for the payment of a Superintendent, whose whole time and attention shall be devoted to the duties of his office, or they may appropriate a sum sufficient to employ him only half the year, or even for two or three months during the winter, and one or two months during the summer.

That it would be *economy* for any county receiving from the State two, three, four, or five thousand dollars per year, for school purposes, and expending in addition an equal or greater sum, for school houses, fuel, books, the board of Teachers, &c, to employ a competent person to superintend the expenditure of all this money, no intelligent business man can doubt, even though the salary of that agent were to be raised by an additional tax on the people of the county. But we believe that there is, at the disposal of the Commissioners, in nearly every county in the State, a fund arising from the income of the Surplus Revenue, nearly, if not quite sufficient, to sustain a County Superintendent the greater part of the year.

And, it should be borne in mind, that the deposit from which this income is derived, was not obtained by a tax on the people of the several counties; and, although the income from it, may have been applied in such a manner as to diminish the taxes in the county, still the people will have no just cause of complaint, if the Commissioners should now decide to appropriate, for the benefit of Com-

mon Schools, the balance of this income, five per cent. of which has from the first been given to them, and the whole of which ought, doubtless, to be sacredly devoted to the same noble purpose.

To show the number of children to be educated in the counties referred to, and the magnitude of the interests now at stake, the succeeding table has been prepared, and we respectfully commend this whole subject to the consideration of the intelligent Commissioners to whom this is addressed, trusting that their action in the premises will be such as shall gladden the hearts of the friends of education in our own and other States—such as they and their posterity, to the latest time, may approve. And, we would also remind them, that should any considerable portion of their number neglect to avail themselves of the opportunity now afforded for improving their schools, it may be long before the Legislature can be induced to do any thing more for the better administration of our School System.

The following table shows the number of children and youth enumerated in the counties named in the act, the aggregate number of whole and fractional districts, the amount of public money for school purposes, apportioned to each for the present year, with the portion of the Surplus Revenue, and the income of the same at one per cent.

Counties.	No. Youth.	Dist's.	Teac'rs.	School Funds.	Surplus Rev.	Income.
Ashtabula .....	10,297	206*	.....	\$3,740 31	\$33,797 67	\$337 97
Champaign ...	7,911	107	.....	3,310 98	25,266 13	252 66
Clark .....	7,825	47	.....	3,483 12	27,093 72	270 93
Crawford .....	7,472	105†	.....	3,542 00	15,974 96	159 74
Cuyahoga .....	13,668	179	.....	4,957 53	49,866 94	498 66
Delaware .....	12,153	216	.....	4,389 47	25,678 71	256 78
Franklin .....	11,462	177‡	.....	4,249 10	36,838 24	368 38
Geauga .....	7,112	175	.....	2,583 38	44,384 19	443 84
Hancock .....	6,072	133	.....	2,180 01	11,707 17	117 07
Holmes .....	8,897	138	.....	3,446 47	20,768 76	207 68
Knox .....	13,761	242	.....	4,916 72	35,100 79	351 00
Lake .....	5,608	112	.....	2,037 06	18,144 83	181 44
Lawrence .....	5,254	190†	.....	1,615 16	11,967 72	119 67
Licking .....	16,616	203*	.....	5,948 64	56,812 08	568 12
Lorain .....	8,859	130	.....	3,217 96	25,489 62	254 89
Madison .....	4,303	87	.....	1,689 22	14,115 34	168 02
Mahoning .....	9,640	154	.....	3,936 39		
Medina .....	9,157	183	.....	3,326 21	29,039 22	290 39
Portage .....	9,981	212	.....	3,625 52	53,833 74	538 33
Sandusky .....	5,867	125	.....	1,860 88	15,959 77	159 59
Seneca .....	10,170	158	.....	3,919 94	23,817 55	238 17
Summit .....	10,660	155	.....	4,334 30	29,330 02	293 30
Trumbull .....	12,144	190	.....	4,411 22	57,438 37	574 38
Wyandott .....	3,780	65	.....	1,184 57		
Totals .....	218,669	3689	4,800	\$81,906 16	\$662,425 54	\$6,624 25

\* As reported in 1838. † As reported in 1842. ‡ As reported in 1845.

|| These counties have not received any apportionment from the surplus revenue.

## MR. MANN'S ANNUAL REPORT.

We commence in this number, a series of extracts from the above named document, to which the special attention of our readers is invited.

In 1647, when a few scattered and feeble settlements, almost buried in the depths of the forest, were all that constituted the Colony of Massachusetts; when the entire population consisted of twenty-one thousand souls; when the external means of the people were small, their dwellings humble, and their raiment and subsistence scanty and homely; when the whole valuation of all the colonial estates, both public and private, would hardly equal the inventory of many a private individual at the present day; when the fierce eye of the savage was nightly seen glaring from the edge of the surrounding wilderness, and no defence or succor was at hand; it was then, amid all these privations and dangers, that the Pilgrim Fathers conceived the magnificent idea of a Free and Universal Education for the People; and, amid all their poverty, they stinted themselves to a still scantier pittance; amid all their toils, they imposed upon themselves still more burdensome labors; amid all their perils, they braved still greater dangers, that they might find the time and the means to reduce their grand conception to practice. Two divine ideas filled their great hearts—their duty to God and to posterity. For the one, they built the church; for the other, they opened the school. Religion and Knowledge!—two attributes of the same glorious and eternal truth—and that truth, the only one on which immortal or mortal happiness can be securely founded.

As an innovation upon all pre-existing policy and usages, the establishment of Free Schools was the boldest ever promulgated, since the commencement of the Christian Era. As a theory, it could have been refuted and silenced by a more formidable array of argument and experience, than was ever marshalled against any other opinion of human origin. But time has ratified its soundness. Two centuries now proclaim it to be as wise as it was courageous, as beneficent as it was disinterested. It was one of those grand mental and moral experiments, whose effects cannot be determined in a single generation. But now, according to the manner in which human life is computed, we are the sixth generation from its founders, and have we not reason to be grateful both to God and man, for its unnumbered blessings? The sincerity of our gratitude must be tested by our efforts to perpetuate and improve what they established. The gratitude of the lips only is an unholy offering.

In surveying our vast country—the rich savannas of the South, and the almost interminable prairies of the West—that great valley, where, if all the nations of Europe were set down together, they could find ample subsistence—the ejaculation involuntarily bursts forth, “WHY WERE THEY NOT COLONIZED BY MEN LIKE THE PILGRIM FATHERS!”—and, as we reflect how different would have been the fortunes of this nation, had those States, already so numerous, and still extending, circle beyond circle, been founded by men of high,



heroic, Puritan mould; how different in the eye of a righteous Heaven, how different in the estimation of the wise and good of all contemporary nations, how different in the fortunes of that vast procession of the generations which are yet to rise up over all those wide expanses, and to follow each other to the end of time; as we reflect upon these things, it seems almost pious to repine at the ways of Providence; resignation becomes laborious, and we are forced to choke down our murmurings at the will of Heaven! Is it the solution of this deep mystery, that our ancestors did as much in their time, as it is ever given to one generation of men to accomplish, and have left to us and to our descendants the completion of the glorious work they began?

The alleged ground upon which the founders of our Free School system proceeded, when adopting it, did not embrace the whole argument by which it may be defended. Their insight was better than their reason. They assumed a ground, indeed, satisfactory and convincing to Protestants; but, at that time, only a small portion of Christendom was Protestant, and even now only a minority of it is so. The very ground on which our Free Schools were founded, therefore, if it were the only one, would be a reason with half of Christendom, at the present time, for their immediate abolition.

In later times, and since the achievement of American Independence, the universal and ever-repeated argument in favor of Free Schools has been, that the general intelligence which they are capable of diffusing, and which can be imparted by no other human instrumentality, is indispensable to the continuance of a republican government. This argument, it is obvious, assumes, as a postulatium, the superiority of a republican over all other forms of government; and, as a people, we religiously believe in the soundness, both of the assumption, and of the argument founded upon it. But if this be all, then a sincere monarchist, a defender of arbitrary power, or a believer in the divine right of kings, would oppose Free Schools, for the identical reasons we offer in their behalf. A perfect demonstration of our doctrine, that Free Schools are the only basis of republican institutions, would be the perfection of reasoning to his mind, that they should be immediately exterminated.

Admitting, nay claiming for ourselves, the substantial justness and soundness of the general grounds on which our system was originally established, and has since been maintained; yet it is most obvious that, unless some broader and more comprehensive principle can be found, the system of Free Schools will be repudiated by whole nations as impolitic and dangerous; and, even among ourselves, all who deny our premises will, of course, set at naught the conclusions to which they lead.

Again; the expediency of Free Schools is sometimes advocated on grounds of Political Economy. An educated people is a more industrious and productive people. Knowledge and abundance sustain to each other the relation of cause and effect. Intelligence is a primary ingredient in the Wealth of Nations. Where this does

not stand at the head of the inventory, the items in a nation's valuation will be few, and the sum at the foot of the column insignificant.

The moralist, too, takes up the argument of the economist. He demonstrates that vice and crime are not only prodigals and spend-thrifts of their own, but defrauders and plunderers of the means of others; that they would seize upon all the gains of honest industry, and exhaust the bounties of Heaven itself, without satiating their rapacity for new means of indulgence; and that often, in the history of the world, whole generations might have been trained to industry and virtue by the wealth which one enemy to his race has destroyed.

And yet, notwithstanding these views have been presented a thousand times, with irrefutable logic, and with a divine eloquence of truth which it would seem that nothing but combined stolidity and depravity could resist, there is not at the present time, with the exception of New England, and a few small localities elsewhere, a State or a community in Christendom, which maintains a system of Free Schools for the education of its children. Even in the State of New York, with all its noble endowments, the Schools are not Free.

I believe that this amazing dereliction from duty, especially in our own country, originates more in the false notions which men entertain *respecting the nature of their right to property*, than in any thing else. In the district school meeting, in the town meeting, in legislative halls, everywhere, the advocates for a more generous education, could carry their respective audiences with them in behalf of increased privileges for our children, were it not instinctively foreseen that increased privileges must be followed by increased taxation. Against this obstacle argument falls dead. The rich man, who has no children, declares it to be an invasion of his rights of property to exact a contribution from him to educate the children of his neighbor. The man who has reared and educated a family of children, denounces it as a double tax, when he is called upon to assist in educating the children of others also; or, if he has reared his own children, without educating them, he thinks it peculiarly oppressive to be obliged to do for others, what he refrained from doing even for himself. Another, having children, but disdaining to educate them with the common mass, withdraws them from the Public School, puts them under what he calls "selecter influences," and then thinks it a grievance to be obliged to support a school which he contemns. Or if these different parties so far yield to the force of traditional sentiment and usage, and to the public opinion around them, as to consent to do something for the cause, they soon reach the limit of expense where their admitted obligation, or their alleged charity, terminates.

It seems not irrelevant, therefore, in this connection, to inquire into the nature of a man's right to the property he possesses, and to satisfy ourselves respecting the question, whether any man has such an indefeasible title to his estates, or such an absolute ownership of them, as renders it unjust in the government to assess upon

him his share of the expenses of educating the children of the community, up to such a point as the nature of the institutions under which he lives, and the well-being of society require.

I believe in the existence of a great, immutable principle of natural law, or natural ethics—a principle antecedent to all human institutions, and incapable of being abrogated by any ordinances of man—a principle of divine origin, clearly legible in the ways of Providence as those ways are manifested in the order of nature, and in the history of the race—which proves the *absolute right* of every human being that comes into the world, to an education; and which, of course, proves the correlative duty of every government to see that the means of that education are provided for all.

In regard to the application of this principle of natural law—that is, in regard to the extent of the education to be provided for all, at the public expense—some differences of opinion may fairly exist, under different political organizations; but under a republican government, it seems clear that the minimum of this education can never be less than such as is sufficient to qualify each citizen for the civil and social duties he will be called to discharge; such an education as teaches the individual the great laws of bodily health; as qualifies for the fulfilment of parental duties; as is indispensable for the civil functions of a witness or a juror; as is necessary for the voter in municipal affairs; and, finally, for the faithful and conscientious discharge of all those duties which devolve upon the inheritor of a portion of the sovereignty of this great republic.

The will of God, as conspicuously manifested in the order of nature, and in the relations which he has established among men, places the *right* of every child that is born into the world to such a degree of education as will enable him, and, as far as possible, will predispose him, to perform all domestic, social, civil and moral duties, upon the same clear ground of natural law and equity, as it places a child's *right*, upon his first coming into the world, to distend his lungs with a portion of the common air, or to open his eyes to the common light, or to receive that shelter, protection and nourishment, which are necessary to the continuance of his bodily existence. And so far is it from being a wrong or a hardship, to demand of the possessors of property their respective shares for the prosecution of this divinely-ordained work, that they themselves are guilty of the most far-reaching injustice, who seek to resist or to evade the contribution. The complainers are the wrong-doers. The cry, "Stop thief," comes from the thief himself.

To any one who looks beyond the mere surface of things, it is obvious, that the primary and natural elements or ingredients of all property, consist in the riches of the soil, in the treasures of the sea, in the light and warmth of the sun, in the fertilizing clouds and streams and dews, in the winds, and in the chemical and vegetative agencies of nature. In the majority of cases, all that we call *property*, all that makes up the valuation or inventory of a nation's capital, was prepared at the creation, and was laid up of old in the capacious store-houses of nature. For every unit that a man earns

by his own toil or skill, he receives hundreds and thousands, without cost and without recompense, from the All-bountiful Giver. A proud mortal, standing in the midst of his luxuriant wheat-fields or cotton-plantations, may arrogantly call them his own; yet what barren wastes would they be, did not heaven send down upon them its dews and its rains, its warmth and its light; and sustain, for their growth and ripening, the grateful vicissitude of the seasons? It is said, that from eighty to ninety per cent. of the very substance of some of the great staples of agriculture are not taken from the earth, but are absorbed from the air; so that these productions may more properly be called fruits of the atmosphere than of the soil. Who prepares this elemental wealth; who scatters it, like a sower, through all the regions of the atmosphere, and sends the richly-freighted winds, as His messengers, to bear to each leaf in the forest, and to each blade in the cultivated field, the nourishment which their infinitely-varied needs demand? Aided by machinery, a single manufacturer performs the labor of hundreds of men. Yet what could he accomplish without the weight of the waters which God causes ceaselessly to flow; or without those gigantic forces which He has given to steam? And how would the commerce of the world be carried on, were it not for those great laws of nature—of electricity, of condensation and of rarefaction—that give birth to the winds, which, in conformity to the will of Heaven, and not in obedience to any power of man, forever traverse the earth, and offer themselves as an unchartered medium for interchanging the products of all the zones? These few references show how vast a proportion of all the wealth which men presumptuously call their own, because they claim to have earned it, is poured into their lap, unasked and unthanked for, by the Being, so infinitely gracious in his physical, as well as in his moral bestowments.

But, for whose subsistence and benefit, were these exhaustless treasuries of wealth created? Surely not for any one man, nor for any one generation; but for the subsistence and benefit of the whole race, from the beginning to the end of time. They were not created for Adam alone, nor for Noah alone, nor for the first discoverers or colonists who may have found or have peopled any part of the earth's ample domain. No! They were created for the race, collectively, but to be possessed and enjoyed in succession, as the generations, one after another, should come into existence; equal rights, with a successive enjoyment of them! If we consider the earth and the fulness thereof, as one great habitation or domain, then each generation, subject to certain modifications for the encouragement of industry and frugality—which modifications it is not necessary here to specify—has only a life-lease in them. There are certain reasonable regulations in regard to the out-going and the incoming tenants—regulation which allow to the out-going generations a brief control over their property after they are called upon to leave it, and which also allow the incoming generations to anticipate a little their full right of possession. But, subject to these regulations, nature ordains a perpetual entail and transfer, from one generation to

another, of all property in the great, substantive, enduring elements of wealth—in the soil; in metals and minerals; in precious stones, and in more precious coal, and iron, and granite; in the waters and winds and sun; and no one man, nor any one generation of men, has any such title to, or ownership in, these ingredients and substantial of all wealth, that his right is invaded when a portion of them is taken for the benefit of posterity.

This great principle of natural law, may be illustrated by a reference to some of the unstable elements, in regard to which the *property* of each individual is strongly qualified in relation to his contemporaries, even while he has the acknowledged right of *possession*. Take the streams of water, or the wind, for example. A stream, as it descends from its sources to its mouth, is successively the property of all those through whose land it passes. My neighbor who lives above me owned it yesterday, while it was passing through his lands; I own it to-day, while it is descending through mine, and the contiguous proprietor below will own it to-morrow, while it is flowing through his, as it passes onward to the next. But the rights of the successive owners are not absolute and unqualified. They are limited by the rights of those who are entitled to the subsequent possession and use. While a stream is passing through my lands, I may not corrupt it, so that it shall be offensive or valueless to the adjoining proprietor below. I may not stop it in its downward course, nor divert it into any other direction so that it shall leave his channel dry. I may lawfully use it for various purposes, for agriculture, as in irrigating lands or watering cattle; for manufactures, as in turning wheels, &c.; but, in all my uses of it, I must pay regard to the rights of my neighbors lower down. So no two proprietors, nor any half dozen proprietors, by conspiring together, can deprive an owner who lives below them all, of the ultimate right which he has to the use of the stream in its descending course. We see here, therefore, that a man has certain qualified rights, rights of which he cannot be divested without his own consent, in a stream of water, before it reaches the limits of his own estate; at which latter point, he may, somewhat more emphatically, call it his own. And, in this sense, a man who lives at the outlet of a river, on the margin of the ocean, has certain incipient rights in the fountains that well up from the earth, at the distance of thousands of miles.

So it is with the ever-moving winds. No man has a *permanent* interest in the breezes that blow by him, and bring healing and refreshment on their wings. Each man has a temporary interest in them. From whatever quarter of the compass they may come, I have a right to use them as they are passing by me; yet that use must always be regulated by the rights of those other participants and co-owners whom they are moving forward to bless. It is not lawful, therefore, for me to corrupt them, to load them with noxious gases or vapors, by which they will prove valueless or detrimental to him, whoever he may be, towards whom they are moving.

In one respect, indeed, the winds illustrate our relative rights and duties, even better than the streams. In the latter case, their rights are not only successive, but always in the same order of priority; those of the owner above necessarily preceding those of the owner below; and this order is unchangeable, except by changing the ownership of the land itself to which the rights are appurtenant. But in the case of the winds which blow from every quarter of the heavens, I may have the prior right to-day, and with a change in their direction, my neighbor may have it to-morrow. If, therefore, to-day, when the wind is going from me to him, I should usurp the right to use it to his detriment; to-morrow, when it is coming from him to me, he may inflict retributive usurpation upon me.

The light of the sun, too, is subject to the same benign and equitable regulations. As this ethereal element passes by me, I have a right to bask in its genial beams, or to employ its quickening powers. But, I have no right, even on my own land, to build up a wall, mountain-high, that shall eclipse the sun to my neighbor's eyes.

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[From the Pennsylvania Common School Journal.]

### QUALIFICATIONS OF TEACHERS.

A Teacher should not only be a learned man, he should be able to *communicate* his knowledge with such directness and clearness, that the child would feel

"As if the soul that moment caught  
Some treasure it through life had sought."

An aptness to teach, united with a warm, generous fellow-feeling *for children*, is indispensably requisite for him who is

"To aid the mind's development to watch  
The dawn of *little* thoughts—to see and aid  
Almost the very growth"——.

A Teacher should possess a good moral character.

He should be at all times under the most watchful self-government.

He should possess a good judgment—"that high, clear, roundabout common sense," as Mr. Locke calls it.

He should have an even and uniform temper.

He should have decision and firmness.

He should be able to discriminate character.

He should be qualified to illustrate and simplify the studies.

He should *love* his business.

He should make his calling his *study* and profession for life.

He should be patient and persevering.

He should be pleasant and affectionate.

He should be capable of surmounting difficulties, and of showing pupils the importance of knowledge.

## READING.—No. II.

2. *Punctuation.* Under this head, it is necessary to attend, first, to the definition of the term—next, to the *form*, names, and use, of the characters employed. A thorough acquaintance with this subject must be acquired by every scholar before any considerable progress in reading can be made.

*Punctuation* treats of the various points and marks used in written or printed language. For the purpose of teaching this branch successfully, it is well for the Teacher to divide the characters employed into several classes, presenting only three or four of them at a lesson. It will, therefore, be well to commence with the four denominated *pauses*. In introducing this subject to young pupils, he may remark, that in reading, it is frequently necessary to have a pause or rest between the words and sentences, that it is therefore necessary to have some marks by which the place and the length of these pauses may be indicated, and that accordingly a set of characters has been adopted for this purpose. He may then proceed to form, upon the blackboard, the period, the colon, semicolon and comma, and call the attention of the class to the form of each, and request them to describe them. When this has been done to his satisfaction, he may request them to find, or identify each of them in their books. Next he may give their names, and see that each pupil associates the name with the corresponding character. Let this be done effectually before attempting any thing further. He may next proceed to give the *relative* length of the pause indicated by each; and, when this is accomplished, to give them an idea of the *absolute* length of the rest required at each, by the style and sentiment of the passage to be read.

When the pauses have been thoroughly learned, another class, as the dash, the interrogation and exclamation point, and the parenthesis, may be introduced, and made familiar, in a similar manner; and thus may the Teacher proceed, till all the characters employed in punctuation are perfectly understood by the whole class.

Some may think that there is no necessity of dwelling at such length on this part of our subject; but the writer has had occasion to examine some scores of Teachers, (so called,) who could not define the characters here spoken of, when named to them, nor name them when they were pointed to in a book!

3. *Inflection.* Under this head, we need to become acquainted, first, with the *key-note*, and second, with those slides or variations from the key, which are used in reading and speaking.

The *key-note* is the pitch or note which generally prevails in the reading of any person. It may be represented to the eye by a horizontal line, drawn on the black board or elsewhere; and the reading of a passage on the same key, or a *monotone*, may be indicated by a succession of short horizontal lines in the same straight line. The *pitch* of the key-note adopted in reading, will vary with the voice of the reader, and the pitch adopted by any particular reader, may vary with the character of the passage read. The different keys commonly recognized, are *high*, *middle*, and *low*; to these

may be added, *very high*, and *very low*. The *monotone* is an intentional utterance of a succession of words, or sentences, on the same key-note. When used with skill, it is one of the highest embellishments of rhetorical reading. It may be employed, with propriety and effect, in language of grave and solemn description, or in passages of a highly devotional character.

### GEOGRAPHY.

Perhaps in no branch of study are there such frequent changes in text books and in the contents of the same books as in this, and every Teacher needs to be thoroughly conversant with the whole subject, and to make vigorous effort to keep himself informed of the discoveries made from time to time in those parts of the globe hitherto little known, and of the political revolutions and changes which are almost constantly taking place. It is only by making such an effort, that the Teacher can be prepared to give proper instruction in this branch, to know what in the text book is, and what is not now correct. For example, if the book speaks of China as keeping her ports closed against all foreign nations—of Poland as a separate government, or of Texas as an independent Republic, and of the United States as being only twenty-six or twenty-eight in number, the Teacher should be able to give to his class the present condition of each of these countries, and to mention the names and the number of the States now composing our Union.

But while there are many departments of the subject in which we must expect frequent changes, there are other and equally important divisions of it in which every thing to be known is fixed and definite, if not absolutely unchangeable. Careful attention ought therefore to be given to these, and an effort made to imprint them deeply upon the memory of every pupil. Of this class are the definitions and most of the principles and facts of mathematical geography, together with the natural divisions of the earth's surface, the physical features of different countries, their soil, climate and productions.

In addition to these there are some other topics in relation to which we have now all the information we can expect very soon to possess and it is therefore desirable that we should have as much of uniformity as possible in the estimates and views of them presented in our Schools.

The following estimates of the *area* and the *population* of the globe have been deduced from a comparison of a large number of authors, and sanctioned by many Teachers to whom the Editor has had opportunity to present them. We would recommend to Teachers to adopt them, if they have not those which are better, and have them learned by all who are studying geography, and if consistent by every pupil in school.

The *area* of the earth is about 170,000,000 of square miles. Of this about *three-tenths* or 50,000,000 is land, and about *seven-tenths*, or 120,000,000, water. The subdivisions of each may be represented thus :



Land surface 50 millions.		Water surface 120 millions.	
Asia contains	16 "	The Northern ocean	2 "
Africa,	11 "	Atlantic	" 16 "
Europe,	3½ "	Southern	" 16 "
N. America,	8 "	Indian	" 24 "
S. America,	7 "	Pacific	" 62 "
Oceanica,	4½ "		

The *population* of the globe is variously estimated, from 650 to 1000 millions; 800,000,000 may be assumed as a mean of the different estimates, and may be distributed as follows:

Asia contains	450 millions.	N. America contains	35 millions.
Europe	" 230 "	S. America	" 15 "
Africa	" 50 "	Oceanica	" 20 "
The Eastern Continent (including Oceanica) contains		750 millions.	
The Western		" 50 "	

Total 800 millions.

### EDUCATIONAL DOCUMENTS.

We are indebted to HON. HORACE MANN, Secretary of the Board of Education in Massachusetts, for a copy of his "Tenth Annual Report," and the "Abstract of the Massachusetts School Returns for 1845-6;" to his Excellency, HORACE EATON, Superintendent of Common Schools in Vermont, for a copy of his "First Annual Report;" to HON. SETH P. BEERS, Superintendent of Common Schools in Connecticut, for his "Annual Report for 1846;" to HON. IRA MAYHEW, Superintendent of Public Instruction in Michigan, for his "Second Annual Report;" and to HON. WM. L. PERKINS, of the Senate, for the "Seventeenth Annual Report" of the Trustees of the Public Schools of Cincinnati.

For these favors, the gentlemen named above will accept our grateful acknowledgements; and we would respectfully request similar favors from those charged with the supervision of schools, in states, counties, cities, or villages, throughout the Union.

### EDUCATIONAL PAPERS.

It is cheering to the friends of popular education to witness the growing interest in this subject which is indicated by the increasing frequency with which it is alluded to by newspapers of every kind. But perhaps no more positive proof of this increasing interest, could be given, than the rapidity with which periodicals, devoted entirely, or mainly, to the subject, are multiplying around us.

When the Ohio School Journal was commenced, there were, (so far as is known to the Editor,) in the United States, only *three* educational papers published. Of these the "Common School Journal," (the oldest paper of the kind in the Union,) edited by Hon. H. Mann, and published bi-monthly, in Boston, Mass., at \$1,00 per year, commenced its *ninth* volume on the 1st of January, 1847. The

"N. Y. District School Journal," edited by Wm. H. Campbell, and published monthly, in Albany, at 50 cents per year, commenced its eighth volume with the April number. "The Teachers' Advocate," edited and published weekly, by E. Cooper, A. M., in Syracuse, N. Y., at \$1.50 per annum, commenced its second volume in September last.

The papers devoted wholly or in part to the cause of education, which have been commenced since the first of July, 1846, may be seen in the following list. The letter M, appended to the name denotes monthly, B, bi-monthly, W, weekly.

Name.	Where Published.	Publisher.	Editor.	Price
Essex Co. Constellation, W.	Newburypt, Mass.	John S. Foster.	J. S. Foster.	\$1.50
Common School Advocate, B.	Indianapolis, Ia.	H. F. & F. C. West.	H. F. West.	1.00
Free School Clarion, M.	Massillon, O.	D. B. Wilson.	W. Bowen, M.D.	50
Student and Young Tutor, M.	New York.	J. S. Denman.	J. S. Denman.	50
Common School Manual, M.	Hartford, Ct.	M. Richardson.	M. Richardson.	50
Jour. of Health & Prac. Educa- tor, M.	Boston, Mass.		W. M. Cornell,	1.00
Mich. School Journal, M	Jackson, Mich.		M. D.	
Am. Journal of Education, M.	New York.	Lewis & Brown.	M. M. Baldwin.	50
Indiana School Journal, M.	Greencastle, Ia.		J. McKeen, A.M.	2.00
Teachers' & Pupils' Advocate, B.	Boston & N Y.	E. Rea.	N. A. Hurd.	25
School Friend, M.	Cincinnati, O.	W. B. Smith & Co.		50
Western School Journal, M.	"	W. H. Moore & Co.		Free
Public School Advocate, M.	Houston, Texas.			1.00

### TEACHERS' INSTITUTES IN OHIO.

An Institute was held in Cincinnati during the last week in February last, but we have no definite information in relation to the Instructors or the number of persons belonging to the class.

THE "STARK AND WAYNE COUNTY TEACHERS' INSTITUTE" held its first session for two weeks, commencing on the 16th of March. The instructors were A. D. Lord, and M. F. Cowdery; the class numbered some seventy-five or eighty.

Professional men, and citizens generally, manifested a deep interest in the daily, as well as the evening exercises of the Institute. Among other topics, the importance of Union Schools, of the office of County Superintendent, and of providing liberally for the education of Teachers was clearly presented in the evening lectures. The Institute adjourned to meet again in October next.

The "Summit county Teachers' Institute held its first session for one week commencing on the 22d of March. The Instructors were M. D. Leggett, of Farmington, T. W. Harvey, of Chardon, and James Cowles, of Painesville; the class numbered 217. The Institute adjourned to meet again on the 25th of October next.

The Trumbull County Institute, commenced its second session on the 13th of April last; the Instructors were M. D. Leggett, of Farmington, and A. H. Bailey of Jefferson, Ashtabula county. About fifty attended the course of instruction given. The Institute remained in session one week.

There have now been at least fifteen Institutes organized in this State, which have been attended by an aggregate of at least sixteen hundred Teachers and others. In every place where they have been held, so far at least as our knowledge extends, they have awakened in all who have attended, not only a desire, but a determination to become more thoroughly qualified for the discharge of their duties, and have led many who had previously intended to follow some other employment, to resolve to devote themselves to the employment of teaching for years, at least, if not for life. In addition to this, the lectures, addresses, and other exercises connected with them, have been the means of awakening numbers of the community to a new interest in the cause of education.

We trust that arrangements will be made, in a large number of counties in the State, to have Institutes organized during the coming Fall; and the sooner the time for holding them is decided upon, and the instructors secured, the better will it be for the cause, and for those who wish to have a profitable and successful session.

#### TEACHERS' INSTITUTES IN MICHIGAN.

The first Teachers' Institute, in this State, was held at the county seat of Jackson county, in October, 1846. It was under the supervision of the venerable SALEM TOWN, of New-York, and was attended by some *seventy* Teachers, or candidates for the office.

The Second Institute was convened at Ann Arbor, Washtenaw county, on the 22d of March last, under the Supervision of the Hon. Ira Mayhew, State Superintendent of Public Instruction. A class of *seventy*, or more, assembled to receive instruction, and the exercises awakened a deep interest in the minds of the community.

The Jackson county Teachers' Institute, commenced its second session of two weeks, at Spring Arbor, on the 5th of April, under the charge of the Editor of this Journal as Principal, assisted by the Hon. Ira Mayhew, M. M. Baldwin, Esq., of Jackson, Prof. D. M. Graham, of Michigan Central College, and Prof. M. W. Southworth, of Leoni, as associate Teachers. The class in this place numbered one hundred and thirty. The second week of the session was held at Leoni, a few miles east of the county seat, where a class of eighty received instruction; making, in all, *one hundred and seventy* different members.

A deep interest was manifested by the citizens in both of these places; and in each, they generously boarded, not only the instructors, but the members of the class, *without charge*.

An Institute was also attended in Allegan county, commencing on the 12th of April, of which the State Superintendent was invited, to take the supervision. The particulars of this have not been received.

We cannot but congratulate our friends of the "Peninsular State," upon the favorable introduction of this class of Schools into their State; and we trust that the efforts now making to hold a large number of Institutes during the coming autumn, will be entirely successful.

SECRETARY OF STATE'S OFFICE,  
DEPARTMENT OF COMMON SCHOOLS,  
*Columbus, May 1, 1847.*

*To County Auditors:*

By an act of the last Legislature, the Commissioners of the counties of Ashtabula, Champaign, Clark, Crawford, Cuyahoga, Delaware, Franklin, Gallia, Geauga, Hancock, Holmes, Knox, Lake Lawrence, Licking, Lorain, Madison, Mahoning, Medina, Muskingum, Portage, Sandusky, Seneca, Trumbull, and Wyandott, are authorized to set apart, from any moneys in the county treasury, not otherwise appropriated, such sum as they may deem proper for the payment of a County Superintendent of Common Schools.

The Auditors of each of the counties named above, are hereby requested to prepare a statement of the net income of the surplus revenue in their respective counties, over and above the five per cent now appropriated to school purposes, and to publish the same at least once during the present month, in each of the county papers, accompanying the same with such remarks as they may deem proper, in relation to the desirableness of creating the office in their respective counties.

SAM'L GALLOWAY, *Sec'y of State.*

The OHIO SCHOOL JOURNAL is entirely devoted to the promotion of popular education; its patrons and the friends of education in the State, are requested to make such effort to promote the circulation of the Journal, as its merits deserve, and the wants of the cause require.

Heretofore the Editor has circulated from 500 to 1000 copies of each number gratis, but the present Post Office law precludes him from this practice, and from the opportunity of making it known to the friends of the cause, by sending specimen numbers. The patronage does not warrant the employment of Agents to any considerable extent, and the work must therefore depend for success upon the voluntary efforts of the friends of the cause to which it is devoted.

EDITORS OF NEWSPAPERS throughout the State, will confer a great favor by noticing the Journal, and calling public attention to the cause it advocates.

Postmasters, School Officers, Teachers, and the friends of education in general, are respectfully invited to aid in giving it a wide circulation.

TERMS.—Single copies 50 cents; seven copies \$3 00; twelve copies \$5 00; twenty-five copies, \$10 00; payments to be made invariably *in advance*.

BACK NUMBERS.—The first volume of the Journal is now neatly stitched in printed covers, with title page and index, and can be had for thirty cents per copy, or four copies for one dollar. Subscribers can at any time be supplied with the work from the beginning.

☞ The P. O. address of the Editor is, *Columbus, Ohio.*

WILLIAM B. THERALL, Printer, Columbus.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. II.] COLUMBUS, JUNE 1, 1847. [No. 6.

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## THE PRESS IN OHIO.

While so large a portion of all the papers issuing from the press is occupied with news from the Seat of War, it is pleasing to see so many devoting a part of their columns to agriculture and the useful arts. Indeed almost every newspaper in the State, whether its leading character is political or religious, has a department devoted to agriculture. Here is heralded every discovery, lauded every invention, chronicled every improvement, which is made or supposed to have been made, in the culture of the soil, the cultivation of particular crops, the improvement of stock, the construction of barns, sheds and fences, and of time and labor-saving machinery. This is as it should be. It is a just tribute to the art of arts. We would not bate one jot of the interest which is felt in this subject and which the Press of the State has done so much to create and increase. But we wish to contrast the interest felt and manifested in these subjects, and especially in the improvement of cattle, sheep and swine, with that shown in the location and construction of school-houses, the introduction of school libraries and apparatus, the actual improvement made in the management and discipline of schools, in the modes of teaching and illustrating the several branches, and in the physical, mental and moral education of our children and youth. There are in this State at the present time, about 300,000 persons engaged in agriculture, and 100,000, in the mechanic arts and the professions, while there are 700,000 children and youth entitled to the privileges of schools, at least 500,000 of whom should attend school from six to ten months in each year. What then is the relative importance of the interests of the different classes of persons above named, so far as it can be inferred from their comparative numbers? True, it may be said that upon the labors and the success of the 400,000 persons first named, the whole 1,800,000 people in the state depend for subsistence, but who shall sustain the millions who are to people this State within the next thirty years? To what but the intelligence, the enterprise, the mental and moral vigor of the generation now receiving instruction, can we or our successors look for the means of subsistence, and what else can secure the perpetuity of our institutions and maintain the honor of our State?

Now we ask, what effort is made by the Press for the improvement of the generation of youth so soon to take our place? Who is laboring to instruct them either in the rudiments of knowledge or in their duties to themselves, to society and to their country? Who is endeavoring to encourage and improve those to whom their instruction is committed, the thousands of male and female Teachers who in the quiet of the secluded school room are moulding their plastic minds, and engraving upon them those lines which shall become more and more prominent by the lapse of ages?—While individuals and the Press are waiting for public sentiment to be aroused, by some unknown means, to the importance of this subject, term after term is passing away. Teachers enter upon and close their engagements and go their way. No effort is made to prepare them beforehand for the proper performance of their responsible duties, or to aid them in the discharge of its duties after they have assumed the office of Teacher. No account of their stewardship is required by the public; little if any effort is ever put forth to ascertain whether they have done well or ill; no meed of honor, no testimonial of public regard or of private gratitude is awarded to those who have faithfully performed every duty incumbent upon them, and no united murmur of general dissatisfaction, no withering rebuke, no blighting word or look of disapprobation is sure to meet those who are voluntarily unfaithful in the performance of their duties, and recreant to the high trust they have assumed! It is generally supposed that when the Teacher has closed his labors, his work is done. Is it so? True, his voice may no longer be heard reproving the delinquent, urging on the tardy and indolent, encouraging the desponding, assisting the studious, and stimulating the aspiring to higher and nobler aims and more daring efforts,—he may no longer, in person, go in and out before his pupils, or accompany them to their firesides, but has his influence ceased to act? Will his instructions be soon forgotten? Will the impulses and aspirations awakened and the habits formed while under his tuition pass away with him to whom they owe their existence? Assuredly not. The cords which he has first struck or attuned, will continue to vibrate,—his influence, instruction and example will affect each of his pupils henceforward, forever.

Who then is not interested in the labors of the Teachers of our common schools? And can the Press of this State do a better service to the country and to humanity than to devote a portion of every paper issued, to the promotion of popular education?

We respectfully solicit the co-operation of every Editor in the State, in the work to which this sheet is devoted. The Journal will contain articles selected, if not original, worthy of being copied by local papers throughout the State, and we know of no way in which a correct and enlightened public sentiment can be so readily created. Those Editors who have noticed the Journal from time to time and copied articles from it, are entitled to our hearty thanks, they can render the Journal and the cause it advocates, essential service by a continuance of their favors.

## MR. MANN'S ANNUAL REPORT.

## EXTRACTS CONTINUED.

Now all these great principles of natural law, which define and limit the rights of neighbors and contemporaries, are incorporated into, and constitute a part of, the civil law of every civilized people; and they are obvious and simple illustrations of the great proprietary laws by which individuals and generations hold their rights in the solid substance of the globe, in the elements that move over its surface, and in the chemical and vital powers with which it is so marvellously endued. As successive owners on a river's banks have equal rights to the waters that flow through their respective domains, subject only to the modification that the proprietors nearer the stream's source must have precedence in the enjoyment of their rights over those lower down; so the rights of all the generations of mankind to the earth itself, to the streams that fertilize it, to the winds that purify it, to the vital principles that animate it, and to the reviving light, are common rights, though subject to similar modifications in regard to preceding and succeeding generations. They did not belong to our ancestors in perpetuity; they do not belong to us in perpetuity; and the right of the next generation in them will be limited and defeasible like ours. As we hold them subject to their claims, so will they hold them subject to the claims of their immediate successors, and so on to the end of time. And the savage tribes that roam about the head streams of the Mississippi have as good a right to ordain what use shall be made of its copious waters, when, in their grand descent across a continent, they shall reach the shores of arts and civilization, as any of our predecessors had, or as we ourselves have, to say what shall be done, in *perpetuity*, with the soil, the waters, the winds, the light, and the invisible agencies of nature, which must be allowed, on all hands, to constitute the indispensable elements of wealth.

Is not the inference irresistible, then, that no man, by whatever means he may have come into possession of his property, has any natural right, any more than he has a moral one, to hold it, or to dispose of it, irrespective of the needs and claims of those who, in the august procession of the generations, are to be his successors on the stage of existence? Holding his rights subject to their rights, he is bound not to impair the value of their inheritance, either by commission or omission.

Generation after generation proceeds from the creative energy of God. Each one stops for a brief period upon the earth, resting, as it were, only for a night—like migratory birds upon their passage—and then leaving it for ever to others whose existence is as transitory as its own; and the migratory flocks of water-fowl which sweep across our latitudes in their passage to another clime, have as good a right to make a perpetual appropriation, to their own use, of the lands over which they fly, as any one generation has to arrogate perpetual dominion and sovereignty for its own purposes

over that portion of the earth which it is its fortune to occupy during the brief period of its temporal existence.

Another consideration, bearing upon this arrogant doctrine of absolute ownership or sovereignty, has hardly less force than the one just expounded. We have seen how insignificant a portion of any man's possessions he can claim, in any proper and just sense, *to have earned*; and that, in regard to all the residue, he is only taking his turn in the use of a bounty bestowed, in common, by the Giver of all, upon his ancestors, himself, and his posterity—a line of indefinite length, in which he is but a point. But this is not the only deduction to be made from his assumed rights. The *present* wealth of the world has an additional element in it. Much of all that is capable of being earned by man, has been earned by our predecessors, and has come down to us in a solid and enduring form. We have not built all the houses in which we live; nor all the roads on which we travel; nor all the ships in which we carry on our commerce with the world. We have not reclaimed from the wilderness all the fields whose harvests we now reap; and if we had no precious metals, or stones, or pearls, but such as we ourselves had dug from the mines, or brought up from the bottom of the ocean, our coffers and our caskets would be empty indeed. But even if this were not so, whence came all the arts and sciences, the discoveries and the inventions, without which, and without a common right to which, the valuation of the property of a whole nation would scarcely equal the inventory of a single man—without which, indeed, we should now be in a state of barbarism. Whence came a knowledge of agriculture, without which we should have so little to reap; or a knowledge of astronomy, without which we could not traverse the oceans; or a knowledge of chemistry and mechanical philosophy, without which the arts and trades could not exist? Most of all this was found out by those who have gone before us, and some of it has come down to us from a remote antiquity. Surely all these boons and blessings belong as much to posterity as to ourselves. They have not descended to us to be arrested and consumed here, or to be sequestered from the ages to come. Cato and Archimedes and Kepler and Newton and Franklin and Arkwright and Fulton, and all the bright host of benefactors to science and art, did not make, or bequeath their discoveries or inventions to benefit any one generation, but to increase the common enjoyments of mankind to the end of time. So of all the great law-givers and moralists who have improved the civil institutions of the State, who have made it dangerous to be wicked, or—far better than this—have made it hateful to be so. Resources developed, property acquired, after all these ages of preparation, after all these facilities and securities, accrue not to the benefit of the possessor only, but to that of the next and of all succeeding generations.

Surely, these considerations limit still more extensively that absolutism of ownership which is so often claimed by the possessors of wealth.



But sometimes, the rich farmer, the opulent manufacturer, or the capitalist, when sorely pressed with his legal and moral obligation, to contribute a portion of his means for the education of the young, replies—either in form or in spirit :—“ My lands, my machinery, my gold and my silver, are mine ; may not I do what I will with my own ? ” There is one supposable case, and only one, where this argument would have plausibility. If it were made by an isolated, solitary being—a being having no relations to a community around him, having no ancestors to whom he had been indebted for ninety-nine parts in every hundred of all he possesses, and expecting to leave no posterity after him—it might not be easy to answer it. If there were but one family in this western hemisphere, and one only in the eastern hemisphere, and these two families bore no civil and social relations to each other, and were to be the first and last of the whole race, it might be difficult, except on very high and transcendental grounds, for either one of them to show good cause why the other should contribute to help to educate children not his own. And perhaps the force of such an appeal would be still further diminished, if the nearest neighbor of a single family upon our planet were as far from the earth as Uranus or Sirius. In self-defence, or in selfishness, one might say to the other, “ What are your fortunes to me ? You can neither benefit nor molest me. Let us each keep to our own side of the planetary spaces.” But is this the relation which any man amongst us sustains to his fellows ? In the midst of a populous community to which he is bound by innumerable ties, having had his own fortune and condition almost predetermined and foreordained by his predecessors, and being about to exert upon his successors as commanding an influence as has been exerted upon himself; the objector can no longer shrink into his individuality, and disclaim connection and relationship with the world. He cannot deny that there are thousands around him on whom he acts, and who are continually re-acting upon him. The earth is much too small, or the race is far too numerous, to allow us to be hermits, and therefore we cannot adopt either the philosophy or morals of hermits. All have derived benefits from their ancestors, and all are bound, as by an oath, to transmit those benefits, even in an improved condition, to posterity. We may as well attempt to escape from our own personal identity, as to shake off the three-fold relation which we bear to others—the relation of an associate with our contemporaries ; of a beneficiary of our ancestors ; of a guardian to those who, in the sublime order of Providence, are to follow us. Out of these relations manifest duties are evolved. The society of which we necessarily constitute a part, must be preserved ; and, in order to preserve it, we must not look merely to what one individual or family needs, but to what the whole community needs ; not merely to what one generation needs, but to the wants of a succession of generations. To draw conclusions without considering these facts, is to leave out the most important part of the premises.

**How to be a Man.**—When Carlyle was asked by a young person to point out what course of reading he thought best to make him a man, he replied, in his characteristic manner :

“It is not by books alone, or by books chiefly, that a man is in all points a man. Study to do faithfully whatsoever thing in your actual situation, then and now, you find either expressly or tacitly laid down to your charge—that is your post ; stand in it like a true soldier. Silently devour the many chagrins of it, all situations have many, and see you aim not to quit it, without doing all that is at least required of you. A man perfects himself by *work*, much more than by *reading*. There are a growing kind of men that combine the two things—wisely, valiantly, can do what is laid to their hand in the present sphere, and prepare themselves withal, for doing other, wider things, if such be before them.”—*Vt. School Journal*.

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[From the Pennsylvania Common School Journal.]

### THE IMPORTANCE OF ENLARGED KNOWLEDGE ON THE PART OF TEACHERS.

It is a very common and pernicious mistake to suppose, that to be a good Teacher, one needs to be acquainted only with the books or subjects to be taught in the school—that, for instance, to teach English Grammar, one only needs to be acquainted with English Grammar; that to teach Arithmetic, all that is necessary is to know Arithmetic; and so of any other branch of common education. Now every Teacher, and every one not a Teacher, who is well informed, or has had any considerable experience in directing public instruction, know this to be an entire mistake. Yet, we fear, it is a mistake of much wider prevalence than is generally supposed. It is one of those popular fallacies which, originating in a plausible analogy, it is very difficult to eradicate. In many of the mechanical arts, it is true, the knowledge of one branch or of several, does not give any advantage for the learning or teaching of another. In proportion, however, as any art approaches to the nature of a science, as we rise into a more elevated and intellectual region, the affiliations of all knowledge begin to show themselves. No man who has learned one thing can learn another without feeling that he knows more than he did about the first. No man can be said thoroughly to know one thing, who has made that one thing his sole object of attention. The man who would form a correct notion of a great city, must not only go up and down its streets and alleys, and examine its minute details, but he must go to the surrounding heights, and from different points get various general views. We know nothing in its essence, but only in its differences, and by comparison. The more extensive our knowledge, therefore, the more we have with which to compare any particular subject. Who, that is acquainted with Algebra, but feels, that without it his knowledge of Arithmetic must have been forever partial and incomplete ? Who that has studied Latin, or Greek, or any other language besides his own, but has found new light thrown on the structure and meaning

of his native tongue, which he could never have comprehended but for that additional knowledge? Who that has had much experience of life, but has met with numerous instances of persons of real ingenuity and talent, who for the want of that enlargement of knowledge which would have showed them the folly of their course, have wasted their time and energies in foolish attempts to square the circle, or invent a perpetual motion, or some similar folly, the result of distorted, one-sided, contracted views of things? What Teacher does not feel the immense advantage he possesses when, in giving instruction on any subject, he can draw illustrations from various sources? How is the study of Geography clothed with interest to children, when their instructor has a piece of history or biography, a scrap of science, or an anecdote, to connect with every town and river? Let Teachers, by all means, at least in the higher departments of instruction, make, if circumstances permit, some particular branch their favorite, and devote their chief attention to that. But let them not suppose that the way to become perfect in one thing is to confine oneself absolutely to it. The human mind abhors such confinement. Nature in all her operations contradicts it. The intellectual powers are social. This undivided and never-ceasing microscopic attention to a single point has a contracting influence on the mind. Enlarge your knowledge therefore. Devote yourself mainly to the cultivation of some one department of knowledge, but never imagine that perfection in that department is to be obtained by the neglect of others. If you have nothing to teach but the spelling book and the four rules of arithmetic, you will still find no disadvantage in the possession of a mind well stored with various knowledge, and well disciplined by reading and study.

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### UNIVERSAL EDUCATION.

Of the objects aimed at in the efforts now making in so large a part of the Union, to secure the education of the whole mass of youth in common schools, the Hon. Daniel Webster thus eloquently speaks. Let this brief extract be committed to memory by every Teacher, and every pupil over 12 years of age; not because of its authorship alone, but for the wholesome and important truth it contains.

"In this particular, New England may be allowed to claim, I think, a merit of a peculiar character. She early adopted and has constantly maintained the principle, that it is the undoubted right, and the bounden duty of government, to provide for the instruction of all youth. That which is elsewhere left to chance, or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question, whether he himself have, or have not, children to be benefitted by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspir-

ing a salutary and conservative principle of virtue and knowledge in an early age. We hope to excite a feeling of respectability, and a sense of character, by enlarging the capacity, and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, and the denunciations of religion, against immorality and crime. We hope for a security, beyond the law, and above the law, in the prevalence of enlightened and well-principled moral sentiment. We hope to continue and prolong the time, when, in the villages and farm-houses of New England, there may be undisturbed sleep within unbarred doors. And knowing that our government rests directly on the public will, that we may preserve it, we endeavor to give a safe and proper direction to that public will. We do not, indeed, expect all men to be philosophers or statesmen; but we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge and good and virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness."

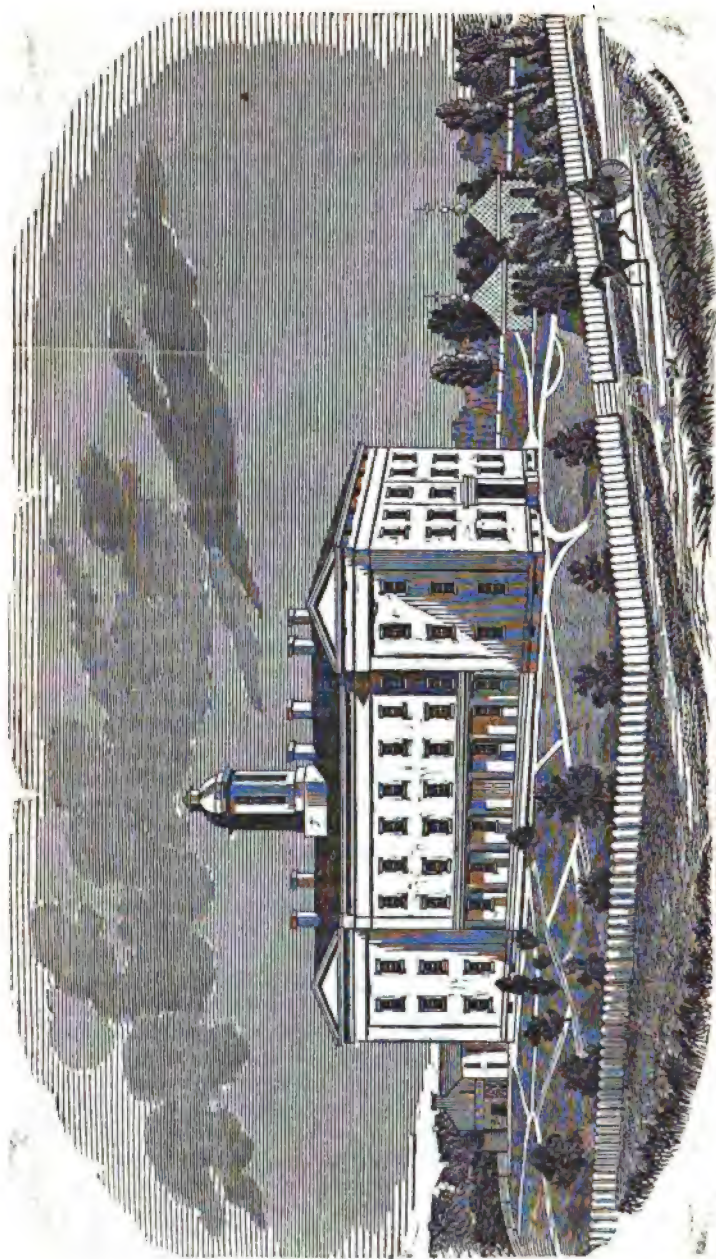
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[From the last Annual Message of Gov. Briggs, of Massachusetts.]

The people of Massachusetts expend annually for educational purposes more than a million of dollars. "Whether paid in the form of taxes, or by voluntary contributions, nothing could furnish better evidence of a wise and prudent foresight, or of an enlightened philanthropy, than the appropriation of such an amount of money for the purposes of education. No tax could be imposed, and in no manner could so much money be expended, in which every class of people would share so equally in its benefits. The poor receive the priceless treasure of instruction and knowledge which, in their misfortune, they have not the means of acquiring.

"The rich are amply repaid for all they expend in the protection which the education of the poor secures to them against the depredations of ignorance and of crime. It is the best insurance on property, at the lowest premium. It is the surest guarantee for the safety and morals of a community that can be effected. While it saves the expense of poor-houses, jails and penitentiaries, it does what is infinitely more important. It rescues those unfortunate beings who would otherwise have been the inmates of those wretched abodes of suffering and fallen humanity, and elevates them to the true condition of moral, intellectual and immortal beings. That legislature, or that people, which shall do the most to advance this cause of civilization, patriotism and Christianity, may expect, what is far more desirable than the loudest and longest applause that ever burst from an excited multitude, the blessing of God and the blessing of the poor."





OHIO DEAF AND DUMB ASYLUM.

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## OHIO ASYLUM FOR THE DEAF AND DUMB.

Among the most interesting features in the character of our young but vigorous state, are her Humane Institutions, erected on a scale equal in magnificence to her own broad domain and appropriately located at her Capital,—the Asylums for the Deaf and Dumb, the Blind, and the Insane.

We have thought that we could not in any more direct way awaken in the minds of our readers an interest in the great work of benevolence to which these Asylums are consecrated, than by devoting a small portion of our pages to some account of these institutions, a part of which belong to the educational system of the State.

By the politeness of Mr. H. N. Hubbell, the Principal of the Asylum for deaf mutes, we are favored with the accompanying engraving of the building, belonging to that Institution. The following description of the building and grounds is copied from the Annual Report of the Superintendent.

"The Asylum is very eligibly situated about half a mile East of the State House, at Columbus, near the centre of a square of ten acres of land. The main building is eighty by fifty feet on the ground, three stories high beside the attic. The south wing is thirty by seventy feet, and four stories high beside the basement. The north wing, (not yet erected,) is to be of the same dimensions. In the rear are two buildings, of two stories each, one thirty by forty feet, the other twenty by twenty-five, beside a shop-building sixty by twenty feet, and two stories high." These buildings have been erected at an expense of several thousand dollars, and no higher tribute could be paid to the Legislature and the people they represent, than the record of the fact, that while an old and dilapidated building suffices for the accommodation of the Legislature, and is all to which we can point as our Capitol, the benevolent Institutions are cheerfully sustained at an annual expense of nearly \$50,000. The Asylum for the Deaf and Dumb was opened in the Fall of 1829, with three pupils. There are now 100 receiving instruction, and we are informed that several more might be received, for whom ample accommodations can be furnished. We would urge upon the parents and guardians of deaf mutes in every part of the State, the importance of sending their children to this Institution at an early day. They may rest assured that the health and comfort of its inmates receive the best attention and all their reasonable wants are amply supplied. While in addition, they are permitted to enjoy the priceless benefit of instruction, the transcendent delight arising from the developement of mind and the tireless pleasure from the acquisition of knowledge. If sick they will have the care of a skilful Physician, but so excellent are the arrangements, so wholesome is their diet, so airy, cleanly and healthful are their apartments, so ample the opportunities for exercise and so vigilant and paternal is the care exercised over them, that it is rare that any one of them needs the care of a Physician. We have seen the pupils in the family of the Principal, in their school rooms, and at their sports, and seldom have we seen either





The article on Reading intended for this number is deferred to make room for the foregoing engraving.

In addition to the regular articles on the branches taught in our schools, the Journal will contain from time to time general or incidental information pertaining to these branches, such as every Teacher should be prepared to communicate to his pupils in connection with their daily recitations.

### THE DOMINICAL LETTER

is a subject which is named in most of our Arithmetics, though few of them give any explanation of it or any rule for finding it. A few remarks on the subject may therefore be acceptable both to Teachers and their older pupils. It will be readily seen on a moment's reflection, that, if our year contained only 364 days, or just 52 weeks, every year would commence on the same day of the week with the preceding, and had this been the case from the commencement of the Christian era, and had the first year of this era commenced on Sunday, the first of January in every year from that time to the present would have occurred on the same day of the week, and consequently any month would have commenced on the same day of the week in every year, and the same would be true of any day in any month.

But it is well known that our year consists of  $365\frac{1}{4}$  days, or that common years are reckoned as containing 365 days, and every fourth year, (called leap year,) as containing 366 days. Hence the variation from the circumstances above supposed.

To obviate the inconveniences arising from this variation, and to enable any person, by a single calculation, to ascertain on what day of the week any year will commence, or any day of the month or year occur, the following plan has been adopted.

The first seven letters of the alphabet are applied to the days of the year in such a manner, that A shall stand for the first of January—B, for the second—C, for the third—D, for the fourth, &c. By this arrangement it will readily be seen that A will stand for the first, the eighth, the fifteenth, the twenty-second and the twenty-ninth of January; B, for the second, the ninth, the sixteenth, &c. From this fact, knowing the number of days in each month, it will be easy to determine what letter should be applied to the first day in each month; and, (assuming the number of days in February to be 28,) a simple computation will show

that A will stand for the 1st of January, G for the 1st of July,

D	"	"	"	February,	C	"	"	August,
D	"	"	"	March,	F	"	"	September,
G	"	"	"	April,	A	"	"	October,
B	"	"	"	May,	D	"	"	November,
E	"	"	"	June,	F	"	"	December.

Hence it will be desirable to fix in mind the *order* of these letters, or to associate with each the month, for the first day of which it stands. To effect this, is the object of the following couplet:

At Dover Dwells George Brown Esquire,  
Good Carlos Finch And David Fryer,

in which the initial letters of the words will be seen to correspond with the letters set opposite the several months above.

The Dominical Letter is the letter which, in accordance with the plan above named, is applied to the first Sabbath in the year. If the year commences on Sunday the Dominical Letter will be A—if it commences on Monday, G—if on Tuesday, F—on Wednesday, E—on Thursday, D—on Friday, C—on Saturday, B.

If every year contained just 365 days, each of the first seven letters of the alphabet would, in retrograde order, be the Dominical Letter from year to year; and in a series of years, the Dominical Letter of any year which was divisible by 7 without a remainder, would be A, and that, of any year which being divided by 7 gave a remainder, could be determined from the data afforded in the paragraph preceding this. But since in leap years there are two Dominical Letters, this order is broken and it is therefore 28 years before these letters occur in the same order.

To find the Dominical Letter for any year in the present century, we give the following concise

#### RULE.

Multiply the number of the year by one and one-fourth, (omitting fractions,) divide that product by 7, and if nothing remains, A is the Dominical Letter—if one, G—if two, F—if three, E—if four D—if five, C—if six, B.

Examples, 1. To find the Dominical Letter for 1847.  $1847 \times 1\frac{1}{4} = 2308$ , which divided by 7 gives a remainder of 5, the Dominical Letter then is C.

2. To find the same for 1843.  $1843 \times 1\frac{1}{4} = 2303$ , which divided by 7, leaves no remainder, the letter then was A. The correctness of this last result could be tested by referring to an almanac for that year, by an appeal to memory, or by reckoning backward from the present year; C is the letter for 1847—D, for 1846—E, for 1845—F and G, for 1844, and A, for 1843.

It has already been intimated that leap-year has two Dominical Letters, the one found by this rule applies to the last ten months of the year, and the letter next succeeding that in alphabetical order, will be the letter for January and February.

The reasons on which this rule is founded, may perhaps be obvious, to every one, on a little reflection. This subject may perhaps demand further attention; should it be taken up again some additional information will be presented and a general rule for finding the Dominical Letter in any century given.

#### PHONOGRAPHY.

It has for some time been our intention to prepare an article on this subject and present to our readers the importance of the subject and the claims of the two different systems now before the American public, that of Pitman, which has been introduced and so successfully taught and defended by Messrs. Andrews & Boyle of Boston, and that of Dr. Comstock of Philadelphia.

Will Dr. Comstock send us some specimens of his Magazine?

### THE SCHOOL JOURNAL AND VT. AGRICULTURIST.

We most cordially welcome to our Exchange list this new periodical which was commenced on the first of April, last. It is published, monthly, in Windsor, at fifty cents per year.

**THE ESSEX CO. CONSTELLATION.**—In consequence of the illness of its Publisher and other causes, this neatly printed advocate of popular education is discontinued. We part from it with regret.

The friends of Education in Delaware co., are to hold a Convention on the 5th of the present month.

### NOTICES OF BOOKS, &c.

**SMITH'S HISTORY OF EDUCATION** containing beside a History of Education, ancient and modern; **A PLAN OF CULTURE AND INSTRUCTION** based on Christian principles. By H. I. Smith, A. M. New York : Harper & Brothers.

**EDUCATION FOUNDED ON THE NATURE OF MAN**, by J. G. Spurzheim, M. D. New York : Fowlers & Wells, 1847.

**FIRST LESSONS IN BOTANY, OR THE CHILD'S BOOK OF FLOWERS**, by Theodore Thinker. New York : D. Austin Woodworth, 1847.

**PHYSIOLOGY FOR THE USE OF SCHOOLS AND FAMILIES**, by Mrs. L. N. Fowler. New York : Fowlers & Wells, 1847.

**THE PRIMARY PHONOTYPIC READER ; THE PHONOGRAPHIC READER, and THE COMPLETE PHONOGRAPHIC CLASS-BOOK**, by S. P. Andrews and Augustus F. Boyle. Boston : Gould, Kendall & Lincoln. New York : Phonographic Institution, No. 68, Nassau street, 1847.

**MITCHELL'S SERIES OF OUTLINE MAPS** for teaching Geography. Published by J. H. Mather & Co., Hartford, Conn.

This series consists of 24 maps printed on good paper neatly colored, backed with substantial cloth, bound with tape, with rings attached for suspension, and put into a neat portfolio, to preserve them from dust and damage. Each sheet is 26 by 30 inches, and the set covers a surface of nearly one hundred and seventy square feet.

**THE ARK, AND ODD FELLOWS' WESTERN MONTHLY MAGAZINE**, published monthly in Columbus, at \$1.00 per annum, in advance. Alex E. Glenn, Editor and Publisher.

**THE ANGLO SACSUN**, devoted to the diffuzhun ov nolej and nuz thru the medium ov Fonotipi, or the tru sistem ov speling wurdz : that iz, just az tha ar pronounst. Published weekly at \$2.00 per annum, by Andrews & Boyle, 339 Washington street, Boston, and 116 Nassau street, New York.

**WICKHAM'S JUVENILE AIDS TO SELF-IMPROVEMENT** ; combining statistics with various simple instrumentalities for self, mental, moral and physical discipline. J. S. Redfield, Clinton Hall, New York.

**WICKHAM'S TEACHERS' BOOK OF INSTRUMENTALITIES AND SCHOOL REQUISITES** ; being an abridged form for the mail, of "WICKHAM'S EDUCATIONAL INCENTIVES," for SEMINARIES AND SCHOOLS. Parts I and II. Price \$1.00, each. New York : Published by O. O. Wickham,

### CIRCULAR.

The Editor of this paper having been appointed Superintendent of the Public Schools of Columbus, respectfully solicits from State Superintendents and Commissioners of Schools, and from the Trustees or Superintendents of Public Schools in Cities and Villages, the favor of their Annual Reports and any other information pertaining to the condition of schools and the cause of education:

Editors of papers in Ohio and the other States will confer a favor by sending to the Journal numbers of their papers containing any general or local information relating to the progress of education in their vicinity.

The current volume of the Journal will be forwarded gratuitously to such Superintendents and other school officers as comply with the above request.

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### TO COUNTY AUDITORS.

The first six numbers of this volume are sent to all the County Auditors in the State who are not subscribers. If they approve of its plan and object, they are respectfully invited to encourage its circulation.

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It is now one year since the publication of the Ohio School Journal was commenced, during this time it has been circulated as widely as the circumstances of the Publisher would permit. It was commenced under a deep sense of the importance, the absolute necessity of such a work, (nothing of the kind having existed in the State for the last eight years,) and with a hope that there was sufficient interest felt in the cause of education to secure for it patronage enough to pay its own expenses. The Editor assumed the responsibility of publishing it because no suitable Publisher was disposed to undertake it, so questionable was its success regarded. It has been sustained thus far at a sacrifice of several hundred dollars. The Editor is willing to continue to edit it without compensation provided the expenses of paper, printing &c., can be defrayed. Five hundred dollars would pay off its present liabilities and render the completion of the present volume secure.— Shall this sum be sent in? Will the friends of education in the State, take this subject in hand?

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### RÉDUCTION OF TERMS.

By a recent arrangement we are enabled to offer the Journal to Teachers at 33 $\frac{1}{2}$  cents per copy when three or more copies are taken. For *gratuitous circulation*, when twenty copies or more are taken, it will be furnished to individuals or societies, at 25 cents per copy. Will not County Societies make an effort to supply all the Teachers in their county with it? Will not benevolent individuals supply the Teachers in their towns? Will not others make an effort to secure subscribers?

The continuance of the Journal must depend on the answers to these enquiries.

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WILLIAM B. TRALL, Printer, Columbus.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. II.] COLUMBUS, JULY 1, 1847. [No. 7.

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## THE EDUCATION OF TEACHERS FOR THEIR EMPLOYMENT.

The importance of a specific education of Teachers for the duties of their employment has already been ably set forth in the Report of the State Superintendent, and in some other articles contained in the second number of the Journal for the present year. But the subject is one of such vital interest to the welfare of our schools and the success of our school system, that we call attention to it again. This will be done mainly by laying before our readers the views of some of the ablest men, and the warmest friends of education the world has ever known.

"In every age, even among heathen, the necessity has been felt, of having good schoolmasters in order to make any thing respectable of a nation. But surely we are not to sit still and wait until they grow up of themselves. We can neither chop them out of wood, nor hew them out of stone. God will not work any miracle to furnish that which we have the means to provide. We must therefore apply our care and money to train up and make them."—*Martin Luther*.

"The best plans of instruction cannot be executed but by good teachers, and the State has done nothing for Popular Education, if it does not watch that those who devote themselves to teaching, *be well prepared*; then suitably placed, encouraged and guided in the duty of continued self improvement, and lastly, rewarded in proportion to their advancement."

"In order to provide schools with masters, competent and conscientious, the care of their training must not be left to chance; the foundation of Teacher's Seminaries must be continued. I place all my hopes, for the education of the people, in these Seminaries."—*Cousin*.

"Those seminaries for training masters are an invaluable gift to mankind, and lead to the indefinite improvement of education. \*

"These training seminaries would not only teach the masters the branches of learning and science they are now deficient in, but would teach them what they know far less,—the didactic art,—the mode of imparting the knowledge which they have or may acquire;

the best method of training and dealing with children, in all that regards both temper, capacity and habits, and the means of stirring them to exertion and controlling their aberrations."—*Lord Brougham.*

The want of properly qualified teachers is widely felt, and the absence of all arrangements for securing the necessary supply, is the principal defect in our system.—*Hon. J. Barnard.*

"The method, which obviously suggests itself for giving efficiency to teachers, is the establishment of institutions for their specific education; or,—to use a name which has already obtained currency,—Normal Schools. It would be only in harmony with the principles which regulate our conduct, with respect to the other professions. Schools and colleges are established for the specific training of surgeons and physicians. \* \* Students for the bar receive the requisite instruction in the chambers of pleaders or conveyancers. There are military schools, and naval schools, and schools for the fine arts. It seems only filling up a vacant niche in the social edifice, to establish schools for the education of teachers."—*Lalor, the author to whom the Prize of one hundred guineas was awarded, for the best Essay on the expediency and means of elevating the profession of the Educator in society.*

"The vocation of a teacher, in its influence on the character and destinies of the rising and all future generations, has not been fully understood or duly estimated. *It is, OR OUGHT TO BE RANKED AMONG THE LEARNED PROFESSIONS.* \* \* \* \* "I therefore recommend a SEMINARY FOR THE EDUCATION OF TEACHERS."—*De Witt Clinton.*

"The establishment of these Seminaries [Normal Schools] is an object worthy the attention of the Legislature, as a valuable means of laying the sure foundation for supplying all our primary schools with an adequate number of teachers. It is recommended that the work be commenced by dividing the State into a convenient number of Normal-School districts."—*Report of 1840, of the Secretary of State and Superintendent of Common Schools of Pennsylvania.*

"We need an institution for the formation of better teachers; and, until this step is taken, we can make no important progress. The most crying want in this Commonwealth is the want of accomplished teachers. \* \* \* Without good teaching, a school is but a name. An institution, for training men to train the young, would be a fountain of living waters, sending forth streams to refresh present and future ages."—*Dr. Channing.*

"The interests of popular education in each State demand the establishment of a NORMAL SCHOOL, that is, a *Teachers' Seminary and Model School*, for the instruction and practice of teachers, in the science of education and the art of teaching."

"The course of instruction in the Teachers' Seminary should include three years, and the pupils be divided into three classes, accordingly."

"The necessity of specific provision for the education of teachers is proved by the analogy of all other professions and pursuits."

"Such an institution would serve as a standard and model of education throughout the community."

"Such an institution would produce concentration of effort; its action would possess the vigor which strong sympathies impart; and it would tend to a desirable uniformity in books and modes of teaching."

"All experience (experience which we generally appeal to as the safest guide in all practical matters,) has decided in favor of institutions sustained by government for the education of teachers."  
—*Prof. Stowe.*

"In order to have first rate teachers, they must be trained for their employment; and for this purpose, one or more Seminaries, devoted to the object are necessary."—*Rev. T. H. Gallaudet.*

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### THE BOARD OF NATIONAL POPULAR EDUCATION.

From the Circular of Gov. Slade, the Agent of this Association, which has been published widely in this State, it will be seen that the society is now efficiently organized. All will wish well to the enterprise it has undertaken — the introduction of competent Teachers from the east, into Ohio and the Western States, — and none can doubt that so far as it succeeds it may be the means of good. It will render the East better acquainted with condition and wants of the West, and by enlisting the sympathy and opening a channel for the benevolence of the friends of education there, its influence cannot but be favorable.

But we trust the friends of education in this State will not in the least relax their efforts to improve their own schools and the present teachers of these schools. It will be long before this or any other association can furnish even one teacher to each of the twelve or thirteen hundred towns in Ohio, and the idea of supplying our *twelve or fifteen thousand* school districts with teachers from abroad, is utterly preposterous.

Notwithstanding all which may be said, by transient or casual observers, in relation to the destitution of qualified teachers in Ohio, we have a word to say in relation to the alledged necessity and importance of the movement now making by the society in question. From information acquired, during a residence of ten years in this State, by visiting a large number of schools of every grade, by meeting many hundred teachers in institutes, conventions and elsewhere, — we have no hesitation in saying that there are now in Ohio, not hundreds only, but thousands of teachers, as well qualified, as active and energetic and as much devoted to their employment as the great majority, if not as any, who will be brought by this or any other society from abroad.

These teachers are already on the ground, they are acclimated, they are engaged in the employment, acquainted with the manners and customs of the people, deeply impressed with a sense of the responsibility of their calling and imbued with its spirit. The sac-

rifices they are constantly making, the amount of labor they are performing, and their devotion to the work in which they are engaged, need only to be known, to secure for them, anywhere, *at a distance from home*, the title of *Missionaries*; and they need only to be encouraged in their arduous and self denying work, to secure the sympathy of those among whom and for whom they labor,—to be furnished with suitable school rooms and other conveniences, with comfortable boarding places, and especially with a pleasant and quiet home near the school house, to which they can repair to spend the Sabbath, and in case of unpleasant weather, bad roads or of transient illness,—and we venture to say that the most active would be aroused to new efforts, the spirits of the drooping would be revived, and their exhausted energies replenished, and all would be quickened to new life and increased exertions and (with the co-operation of parents,) be enabled to accomplish all which any teachers can do for the pupils of their charge.

These statements are made advisedly,—relying, not upon the testimony of others but upon a personal acquaintance with the teachers of whom we speak,—they are not made with any feeling of hostility to the enterprize in which this society has engaged,—not for the purpose of diverting from it one dollar of the funds of the benevolent at the east who may choose it as the almoner of their bounty, or one effort of those at the west, who prefer to labor in this field, rather than to engage in the less romantic and more matter-of-fact business of improving the schools at their own doors, by encouraging the teachers of those schools,—not for the purpose of lauding the teachers in our own State, (many of whom are admitted to be incompetent,)—but to encourage those, who have not fifties or hundreds of dollars to give to an enterprise which is to be blazoned in the papers, and who must be stimulated by other motives than the expectation of seeing their names in print, to do something for the encouragement and improvement of the teachers who are now in charge of our youth, who will have made their *mark* upon them and acted their part in forming the habits and characters of their pupils, long before their places can be supplied by teachers from abroad;—and, as a matter of *simple justice* to our own faithful and devoted teachers.

Let it be remembered by those who wish well to the schools of the west that a *Teachers' Institute*, in which from 100 to 150 or more teachers may be instructed in all that pertains to the mode of teaching and governing schools, for the term of two, three or four weeks, (the time during which the teachers introduced by this society are to be instructed at Albany,) may be attended in any county at an aggregate expense to the community, of \$100, the sum required to bring one teacher from the east to her field of labor here. And if an Institute could be attended in each of the 83 counties of Ohio, during the coming Autumn, it will be readily seen that from eight to twelve thousand might be furnished with these means of instruction, before the commencement of our next winter schools.



If, then, it be admitted that we have now among us large numbers of well qualified, thorough and efficient teachers,—that there are multitudes of others who need only to receive a short course of instruction, to become acquainted with the modern and improved modes of teaching many of the branches, and with the experience of others in relation to the government and discipline of schools,—or even if it be admitted that there is in the State a sufficient number of young gentlemen and ladies who, by attending some good Academy or High School for one or two terms, previous to enjoying the opportunity first named, might become well qualified for the employment of teaching, it would seem that the duty of of those who have at heart the interests of the present rising generation of children in the west, must be obvious to every mind.

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### MR. MANN'S REPORT.

*Continued from page 85.*

A powerfully corroborating fact remains untouched. Though the earth and the beneficent capabilities with which it is endued, belong in common to the race, yet we find that previous and present possessors have laid their hands upon the whole of it—have left no part of it unclaimed and unappropriated. They have circumnavigated the globe; they have drawn lines across every habitable portion of it, and have partitioned among themselves, not only its whole area, or superficial contents, but have claimed it down to the centre, and up to the concave—a great inverted pyramid for each proprietor—so that not an unclaimed rood is left, either in the caverns below, or in the aerial spaces above, where a new adventurer upon existence can take unresisted possession. They have entered into a solemn compact with each other for mutual protection of their respective parts. They have created legislators and judges and executive officers, who denounce and inflict penalties even to the taking of life; and they have organized armed bands to repel aggression upon their claims. Indeed, so grasping and rapacious have mankind been, in this particular, that they have taken more than they could use, more than they could perambulate and survey, more than they could see from the top of the mast-head, or from the highest peak of the mountain. There was some limit to their physical power of taking possession, but none to the exorbitancy of their desires. Like robbers, who divide their spoils, before they know whether they shall find a victim, men have claimed a continent while still doubtful of its existence, and spread out their title from ocean to ocean, before their most adventurous pioneers had ever seen a shore of the realms they coveted. The whole planet, then, having been appropriated; there being no waste or open lands, from which the new generations may be supplied as they come into existence, have not those generations the strongest conceivable claim upon the present occupants, for that which is indispensable to their well-being? They have more than a pre-emptive, they have a pos-

sessory right to some portion of the issues and profits of that, all of which has been taken up and appropriated. A denial of this right by the present possessors, is a breach of trust—a fraudulent misuse of power given, and of confidence reposed. On mere principles of political economy, it is folly; on the broader principles of duty and morality, it is embezzlement.

It is not at all in contravention of this view of the subject, that the adult portion of society does take, and must take, upon itself, the control and management of all existing property, until the rising generation has arrived at the age of majority. Nay, one of their objects of so doing is to preserve the rights of the generation which is still in its minority. Society, to this extent, is only a trustee managing an estate for the benefit of a part owner, or of one who has a reversionary interest in it. This civil regulation, therefore, made necessary even for the benefit of both present and future possessors, is only in furtherance of the great law under consideration.

Coincident, too, with this great law, but in no manner superseding or invalidating it, is that wonderful provision which the Creator has made for the care of offspring, in the affection of their parents. Heaven did not rely merely upon our perceptions of duty towards our children, and our fidelity in its performance. A powerful, all-mastering instinct of love was therefore implanted in the parental, and especially in the maternal breast, to anticipate the idea of duty, and to make duty delightful. Yet the great doctrine, founded upon the will of God, as made known to us in the natural order and relation of things, would still remain the same, though all that beautiful portion of our moral being, whence parental affection springs, were a void and a nonentity. Emphatically would the obligations of society remain the same for all those children who have been bereaved of parents; or who, worse than bereavement, have only monster-parents of intemperance, or cupidity, or of any other of those forms of vice, that seem to suspend or to obliterate the law of love in the parental breast. For these, society is doubly bound to be a parent, and to exercise all that rational care and providence which a wise father would exercise for his own children.

If the previous argument began with sound premises and has been logically conducted, then it has established this position,—that a vast portion of the present wealth of the world either consists in, or has been immediately derived from, those great natural substances and powers of the earth, which were bestowed by the Creator alike on all mankind; or from the discoveries, inventions, labors, and improvements of our ancestors, which were alike designed for the common benefit of all their descendants. The question now arises, *at what time* is this wealth to be transferred from a preceding to a succeeding generation? At what point are the latter to take possession of, or to derive benefit from it, or at what time are the former to surrender it in their behalf? Is each existing generation, to hold fast to his possessions until death relaxes his grasp? or is something of the right to be acknowledged,

and something of the benefit to be yielded, beforehand? It seems too obvious for argument, that the latter is the only alternative. If the in-coming generation have no rights until the out-going generation have actually retired, then is every individual that enters the world liable to perish on the day he is born. According to the very constitution of things, each individual must obtain sustenance and succor as soon as his eyes open to the light, or his lungs are inflated by the air. His wants cannot be delayed until he himself can supply them. If the demands of his nature are ever to be answered, they must be answered years before he can make any personal provision for them, either by the performance of labor or by any exploits of skill. The infant must be fed before he can earn his bread; he must be clothed before he can prepare garments; he must be protected from the elements before he can erect a dwelling; and it is just as clear that he must be instructed before he can engage a tutor. A course contrary to this would be the destruction of the young, that we might withhold their rightful inheritance. Carried to its extreme, it would be the act of Herod, seeking, in a general massacre, the life of one who was supposed to endanger his power. Here, then, the claims of the succeeding generation, not only upon the affection and the care, but upon the *property*, of the preceding one, attach. God having given to the second generation as full and complete a right to the incomes and profits of the world as he has given to the first, and to the third generations as full and complete right as he has given to the second, and so on while the world stands,—it necessarily follows that children must come into a partial and qualified possession of these rights, by the paramount law of nature, as soon as they are born. No human enactments can abolish or countervail this paramount and supreme law; and all those positive and often arbitrary enactments of the civil code, by which, for the encouragement of industry and frugality, the possessor of property is permitted to control it for a limited period after his decease, must be construed and executed in subservience to this sovereign and irrevocable ordinance of nature.

Nor is this transfer always, or even generally, to be made *in kind*; but according to the needs of the recipient. The recognition of this principle is universal. A guardian or trustee may possess lands, while the ward, or owner under the trust, may need money; or the former may have money, while the latter need raiment or shelter. The form of the estate must be changed, if need be, and adapted to the wants of the receiver.

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[From the (Mass.) Common School Journal.]

#### TOBACCO.

The following views respecting the injurious effects of tobacco, we copy from the Thirteenth Annual Report of that distinguished philanthropist and physician, Dr. Samuel B. Woodward, late superintendent of the State Lunatic Hospital at Worcester.

If *men* cannot be induced to abandon the use of this vile weed, let children, at least, be saved from contracting a relish for it. The use of tobacco, in whatever form, is injurious to health, incompatible with cleanliness, and offensive to decency. It is equally repulsive to the outward senses and disgusting to the inward tastes. The practice of smoking, or chewing, is never indulged without downright injustice to others. What right has any man to becloud the atmosphere to my eyes by his smoke, to inundate the floor where I stand with his saliva, or to fill the air which I breathe with the particles or the effluvium of his vile powder? It is true, there is a limited space around every man—some two or three inches—which he may rightfully call his own, and use as he pleases. If I thrust my eyes or nose within that circle, and get befouled or bestenchd, it is my own fault. But this space is limited. A man has no right to *three leagues*—the extent of national jurisdiction out to sea. A man has no right to leaye a track of poisoned air, a mile long, behind him. A man has no right to defile his mouth, and begrime his teeth, and then take them on a journey with him in a public conveyance. If a man will use his nose as a deposit for snuff, common politeness requires that he should encase it in parchment, and tie it tightly with a string, so as not to offend decent people. Had Nature designed the nose for a snuff-hole, she would have put it on the other end up, or at least have furnished it with a constrictory muscle, as a sphincter, by which it could be closed.

Above all ought school teachers to abstain from the filthy habit of using tobacco in any form. They cannot teach physiology and use tobacco at the same time, without undoing by their example what they enjoin by their precepts. Let them improve all occasions to excite a disgust for it, and hold it up to the odium and contempt of their pupils. In this way they will help forward civilization quite as much as by teaching grammar and geography.

At a late school convention in the State of New York, a resolution was introduced, declaring that any man who habitually uses tobacco is disqualified from being a school teacher.

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### SCHOOLS IN MISSISSIPPI.

BY REV. B. MORRIS.

To those who are fixed by circumstances to a single spot or a single State, things may look quite gloomy or prosperous which to the traveller who judges from comparisons may appear the reverse. This thought occurs to me in reading late Nos. of the Ohio School Journal, where I find that Education in that State is far behind what I supposed should be its point of excellence. We are accustomed in Mississippi to think ourselves fairly at the foot of the ladder in things of science.

Without a School Law of any practicable importance or a School Officer of any use at all; without a State Superintendent or a State College or a College of any kind that is prospering; without a State

Geologist or a Scientific Officer of any sort; without a Mineralogical Cabinet a twelve month old, or a book of Science printed in the State; without a Book Printing establishment; indeed, without any thing but Cotton Bags, Wealth and Ignorance, we are claimed to be in our infancy of Intellect, real grubs in Science. But a new light is promised to us. There is decidedly a healthy action going on in the subject of Education, and men who have opportunities of knowing, men who have worked up hill in Mississippi for years now see a way opening before them which they never saw before.

Teachers are more sought after and better retained. If not better paid (and prices have receded from the exorbitant rates of 1837) yet they are more regularly and more cheerfully paid.

Schools of both sexes are filling where they have been vacant for years. To instance a few. The Holly Springs Female Institute under charge of Rev. M. Wetherby, numbers largely over 100, and Mount Sylvan Male Academy by Rev. R. Morris, (only three Sessions old,) seventy-one. The different denominations are establishing schools or bringing their heads together to talk about it.

The Masons are stirring on the subject. The next Legislature is expected to appoint a Geologist and establish sound School Laws. The State University at Oxford is going up at the rate of \$25,000 per year and will be opened within two years.

These are the rays which tell of the rising sun not many degrees obscured.

But now we want Teachers. Now we want men educated for the profession, educated at Normal Schools, grounded into the knowledge of all the tactics of this more than holy war.

Ohioans! we have heard of you and we invite you down. Come with your Books and Apparatus and join us. Come to this *Slave State*, and be sure to manage your *tongues and your sentiments* discreetly and these planters will receive you gladly. They want just such men as they think you are, and you shall have their sons and daughters to educate in abundance. Come and bring your plans of Teachers' Conventions and Teachers' Institutes and Associations, and these Teachers will welcome you. They want light on these things, and they think you have got it. Come and help us, and in ten years more this great and wealthy State will take that high position in Science which Nature has already given her in Commercial affairs.

*Mount Sylvan Academy, Miss., May, 1847.*

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We learn with pleasure that the Commissioners of Delaware co. have appropriated \$200, for the support of a Teachers' Institute and the purchase of a Teachers' Library. The Commissioners of Geauga co. have voted \$200, for the support of a County Superintendent of Common Schools. We hope to hear of similar appropriations in other counties.

## SCHOOL HOUSES.

MR. BARNARD of R. I. has published a pamphlet of 64 pages, on the above subject, containing a great amount of valuable information and a number of cuts representing some of the excellent school houses which have been erected in the Eastern States within the last few years. The following extract is worthy of the attention of all interested in Schools.

## I. COMMON ERRORS IN SCHOOL ARCHITECTURE.

Under this head it will be sufficient to enumerate the principal features of school houses as they are.

They are, almost universally, badly located, exposed to the noise, dust and danger of the highway, unattractive, if not positively repulsive in their external and internal appearance, and built at the least possible expense of material and labor.

They are too small. There is no separate entry for boys and girls appropriately fitted up; no sufficient space for the convenient seating and necessary movements of the scholars; no platform, desk, or recitation room for the teacher.

They are badly lighted. The windows are inserted on three or four sides of the room, without blinds or curtains to prevent the inconvenience and danger from cross-lights, and the excess of light falling directly on the eyes or reflected from the book, and the distracting influence of passing objects and events out of doors.

They are not properly ventilated. The purity of the atmosphere is not preserved by providing for the escape of such portions of the air as have become offensive and poisonous by the process of breathing, and by the matter which is constantly escaping from the lungs in vapor, and from the surface of the body in insensible perspiration.

They are imperfectly warmed. The rush of cold air through cracks and defects in the doors, windows, floor and plastering is not guarded against. The air which is heated is already impure from having been breathed, and made more so by noxious gases arising from the burning of floating particles of vegetable and animal matter coming in contact with the hot iron. The heat is not equally diffused, so that one portion of a school room is frequently overheated, while another portion, especially the floor, is too cold.

They are not furnished with seats and desks, properly made and adjusted to each other, and arranged in such manner as to promote the comfort and convenience of the scholars, and an easy supervision on the part of the teacher. The seats are too high and too long, with no suitable support for the back, and especially for the younger children. The desks are too high for the seats, and are either attached to the wall on the three sides of the room, so that the faces of the scholars sit facing each other. The aisles are not so arranged that each scholar can go to and from his seat, change his position, have access to his books, attend to his own business, be seen and approached by the teacher, without incommoding any other.

They are not provided with blackboards, maps, clock, thermometer, and other apparatus and fixtures which are indispensable to a well regulated and instructed school.

They are deficient in all of those in and out-door arrangements which help to promote habits of order and neatness, and cultivate delicacy of manners and refinement of feeling. There are no verdure, trees, shrubbery and flowers for the eye, no scrapers and mats for the feet, no hooks and shelves for cloaks and hats, no well, no sink, basin and towels to secure cleanliness, and no places of retirement for children of either sex, when performing the most private offices of nature.

Such are some of the common features of school houses as we now find them in city and country, which must be avoided in structures of his kind, if due regard is had to the convenience, health, and successful labor of those who are to occupy them.

## II. GENERAL PRINCIPLES OF SCHOOL ARCHITECTURE.

### 1. LOCATION—STYLE—CONSTRUCTION.

The location should be dry, quiet, pleasant, and in every respect healthy. To secure these points and avoid the evils which must inevitably result from a low and damp, or a bleak and unsheltered site, noisy and dirty thoroughfares, or the vicinity of places of idle and dissipated resort, it will sometimes be necessary to select a location a little removed from the territorial centre of the district. If possible it should overlook a delightful country, present a choice of sunshine and shade, of trees and flowers, and be sheltered from the prevailing winds of winter by a hill top, or a barrier of evergreens. As many of the pleasant influences of nature as possible should be gathered in and around that spot, where the earliest, most lasting, and most controlling associations of a child's mind are formed.

In the city or populous village, a rear lot, with access from two or more streets, should be preferred, not only on the ground of economy, but because the convenience and safety of the children in going to and from school, the quiet of the school room, and the advantage of a more spacious and retired play-ground will be secured.

In the country, it will sometimes be desirable for two or more districts to unite and erect a school house at some point, to which all the older children can go from all parts of the associated districts, while the younger attend school in the several districts. In this way the school house can be more appropriately fitted up, and the advantage of a more perfect classification in respect both to instruction and government, as well as a wiser economy in the employment of teachers, be gained.

The style of the exterior should exhibit good, architectural proportion, and be calculated to inspire children and the community generally with respect for the object to which it is devoted. It should bear a favorable comparison, in respect to attractiveness, convenience and durability, with other public edifices, instead of

standing in repulsive and disgraceful contrast with them. Every school house should be a temple, consecrated in prayer to the physical, intellectual, and moral culture of every child in the community, and be associated in every heart with the earliest and strongest impressions of truth, justice, patriotism, and religion.

The school house should be constructed throughout in a workman-like manner. No public edifice more deserves, or will better repay, the skill, labor, and expense, which may be necessary to attain this object, for here the health, tastes, manners, minds, and morals of each successive generation of children will be, in a great measure, determined for time and eternity.

## 2. SIZE.

In determining the size of a school house, due regard must be had to the following particulars.—

First.—A separate entry, or lobby, for each sex, furnished with scraper, mat, hooks or shelves, sink, basin and towels. A separate entry thus furnished, will prevent much confusion, rudeness, and impropriety, and promote the health, refinement, and orderly habits of children.

Second.—A room, or rooms, large enough to allow, 1st, each occupant a suitable quantity of pure air, i. e. at least 150 cubic feet; 2d, to go to and from his seat without disturbing any one else; 3d, to sit comfortably in his seat, and engage in his various studies with unrestricted freedom of motion; and, 4th, to enable the teacher to approach each scholar in his seat, pass conveniently to any part of the room, supervise the whole school, and conduct the reading and recitation of the several classes properly arranged.

Third.—One or more rooms for recitation, apparatus, library, and other purposes.

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## TEACHERS' ASSOCIATIONS.

There can be no surer proof of the growing interest in the cause of education than the rapidity with which Teacher's Associations and County Educational Societies are multiplying in different parts of the State. These societies have already accomplished much, and are destined to effect still more toward arousing the public to a proper interest in the cause of education, and awakening all classes to a sense of their duties and responsibilities in relation to this subject. In connection with such associations most of the Teachers' Institutes, which to the number of fifteen have been attended in some ten or twelve different counties, have been organized.

We have before us notices of a number of these associations, some of which should have appeared some months since had they not been mislaid.

In the month of Nov. last the "CLERMONT CO. TEACHERS' ASSOCIATION" held an adjourned meeting at Amelia, during which Essays were read by Mr. J. J. Hooker, the Secretary, and Mr. Rathbone, and an address was delivered by Mr. Donham. The Society ad-



journed to meet in Jan. last. Can Mr. Hooker forward to the School Journal a paper containing the proceedings of that meeting?

The CHAMPAIGN CO. TEACHERS' ASSOCIATION," at a meeting held in Urbana on the 26th of Dec. last, adopted a revised Constitution, and appointed a committee to lecture on the subject of education in the school districts of every town in the county. The quarterly meetings of the society are attended on the last Saturday in March, June, and September, and the annual meeting on the last Saturday in Dec. L. G. Parker, of Urbana, is President, and D. E. Wood, Cor. Sec.

The "CLARK CO. TEACHERS' ASSOCIATION" held an adjourned meeting on the 6th of Feb. last, at which some important resolutions were presented by Mr. C. F. McWilliams, and a subscription of \$3.00 for the Ohio School Journal, was voted. Mr. J. F. Sawyer is Pres. and J. Kauffman, Rec. Sec.

The "CLEAR CREEK COM. SCHOOL ASSOCIATION" held its first semi-annual Convention at Springboro', Warren co., in March last. An able and elaborate Report was presented by the Secretary, from which it appears, that a most efficient organization has been effected, under which all the schools are frequently visited by committees appointed for the purpose, and that a very good degree of interest has been awakened, not only among Teachers, but in the community at large. In accordance with the recommendation of the Secretary, six committees were appointed to report, upon as many different topics, at the next semi-annual meeting. We cannot but hope that the committees appointed will be faithful to their trust and prepare reports worthy of being published. The subjects assigned to them are so well chosen that we copy them in full.

"1. The qualifications, responsibilities, labor and recompense of Teachers, and the best means of securing such as are competent.

2. The duties and influence of parents in relation to schools.

3. The duty of the Government as to the education of the people.

4. The government of schools, including its minutiae, corporal punishment, the influence of kindness, &c., and the best method of government.

5. The disadvantages of the frequent changes of teachers and books, and of the irregularity in the attendance of scholars.

6. The School Law, its defects and what remedies are needed."

Andrew Patton is Pres. and Joseph S. Baner, Sec. of the society.

The friends of education in Columbiana co. held a Convention on the 15th of May, formed an Educational Society and appointed a committee to take the necessary steps for holding a Teachers' Institute if found practicable. We hope the friends of the cause in that county will not relax their efforts or abate their zeal till a reform is effected and the community awakened to their true interest and a sense of their duty. It can be done.

On the 28th of May the teachers and friends of education met at Georgetown and organized the "TEACHERS ASSOCIATION OF BROWN

Co." John W. Patton was chosen Pres. and E. C. Ellis, Cor. Sec. A Lecturer, an Essayist, and a committee to report on school books were appointed, and the society adjourned to meet on the last Saturday in Oct. next.

The "DELAWARE CO. TEACHERS' ASSOCIATION" held a meeting on the 5th of June inst., which the Editor enjoyed the privilege of attending. In addition to the business of the meeting, a most interesting report on school discipline was presented by the chairman of the committee appointed for that purpose. On motion of Hon. J. Eaton, a subscription of \$5,00 for the Ohio School Journal was voted. The meeting was attended by the venerable Albert Picket, Sen., by some of the most enterprising citizens of the place, and several of the Professors in the University. S. Finch, Esq., is Pres., and L. P. Marsh, Sec. of the society.

The Teachers of Montgomery co. have recently formed an association; their third meeting was attended on the 5th of June inst., and they are to meet again early in July.

In addition to the associations here named there are active societies in most of the counties on the Reserve, and in many others situated in different parts of the State.

We would again request the officers of such societies and the editors of newspapers to forward papers containing the reports of their proceedings from time to time.

### READING.—NO. III.

The voice may vary from the key note, in reading or speaking, either by *slides* or *skips*. The first mode of variation comes under the head of *inflection*, the second under *modulation*.

*Inflections* are *concrete* or *continuous* movements of the voice upward or downward from the key note, or some point above the key. They are divided into four classes; the *rising*, the *falling* and *circumflex* inflections and the *cadence*.

The *rising inflection* is a gradual slide of the voice upward from the key note; it is marked '.

The *falling inflection* is a slide from some point above, downward to the key note, and is marked `.

The *circumflex* is a union of one or more rising, with one or more falling inflections; it is marked ^ or ^.

*Cadence* is a slide of the voice downward from the key note.

The rising inflection is heard in the definite question; as, Can you write? It is of two kinds,—the *common* or *unintensive*, and the *intensive*. The first rises through one interval of the scale, and the intensive may rise a third, a fifth or an octave, according to the intensity of the emotion or emphasis to be expressed by it. The following are the cases in which the rising inflection is commonly used.

1. In the *definite\* question*; as, Will you ride?
2. Before the disjunctive *or*; as, Will you go, or stay?
3. In negation opposed to affirmation; as, He did not say dime, but time.
4. In doubtful affirmation: as, I think he will come.
5. In language of kindness, respect or affection; as James, are you ill?
6. At the close of a parenthesis or an explanatory clause.

\* Questions, or interrogative sentences may be divided into three classes; first, *definite* questions, commencing with a verb and admitting the answer *yes* or *no*; second, *indefinite*, commencing with an interrogative pronoun, adjective or adverb; third, *indirect*; as, Then you knew him?—Vide Mandeville's "Course of Reading," page 44.

7. At the "*pause of suspension*" denoting that the sense is unfinished; as, If he tries, he will succeed.

8. At the last pause but one, in a period or paragraph.

The falling inflection varies in intensity like the rising, of which it is the reverse. The form and the character of the expressions or sentences in which it is employed are the opposite of those in which the rising inflection is used; and the impression it makes upon the hearer is equally unlike that produced by the former. This inflection is commonly given in the following cases:

1. In the indefinite question and in a positive answer to a question; as, What did he say? I do not know.

2. After the disjunctive *or*; as, Are they wise, or unwise?

3. In affirmation opposed to negation; as I said *ay*, not *noy*.

4. In all positive affirmations; as, That is mine.

5. In denunciation, reprehension, scolding, &c., and in language of authority, surprise or extreme distress.

6. In language of emphasis, emphatic repetition of words, and in an emphatic succession of particulars.

7. At the final pause.

Three varieties of the circumflex may be named; the *rising*, marked *^*, the *falling*, marked *~*, and the *compound circumflex*.

The first is used in hypothetical expressions, in doubtful affirmations and in irony; as, If it does not rain, he will go. Perhaps he may not. Courageous chief! The first in flight from pain!

The *falling circumflex* is used in antithesis to the preceding, to increase emphasis or to express reproach and scorn.

The *compound circumflex* is used to give intensity to either of the preceding varieties; it is also heard in the indirect question; as, Then you saw him?

The circumflex, or wave, is used by good speakers and readers much more frequently than is generally supposed. It is one of the highest ornaments of a good delivery. Those who wish to examine the subject further will find it ably treated in Day's "Art of Elocution."

*Cadence* is a slide of the voice downward from the key note. Two varieties may be named—the *imperfect*, and the *full cadence*. Though these are sometimes used one for the other, no ear of any discrimination can fail to distinguish between them. The imperfect cadence may occur at a period, a colon or a semicolon, when the sense requires it; the full cadence is proper only at the close of a paragraph, or of a chapter or discourse.

We are pleased to learn that the excellent address to the schools in New Hampshire published in the April number of the Journal, is highly valued by the Teachers of our own State, many of whom have read it to their pupils. It is our intention soon to publish a similar address, by Hon. H. Mann, to the schools in one of the counties in New York. We are satisfied that Teachers cannot in any way promote good order and diligence in study in their schools, more directly than by reading such articles, now and then, to the whole school. We would also remark to Teachers, that the first vol. of the Journal contains two admirable addresses which they may find of great service in producing a correct public sentiment among their patrons;—the Prize Essay by Mr. Jocelyn, and the address by D. P. Page, A. M., Principal of the New York State Normal School.

**TERMS**—Single copies, 50 cents; seven copies, \$3.00; twelve copies, \$5.00; twenty-five copies, \$10.00, payments to be made invariably *in advance*. To Teachers it will be furnished at 33½ cents per copy where three or more copies are taken.

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### TO EXCHANGES.

**THE COMMON SCHOOL JOURNAL.** The late numbers of this Journal have failed to reach us. The last we received is the No. for the first of May.

**THE TEACHERS' ADVOCATE** has passed into the hands of Mr. J. McKean, Pres. of the N. Y. State Teachers' Association. Cannot this paper be *folded* more carefully? Most of the numbers sent to us need refolding before they can be cut open.

**THE PRACTICAL EDUCATOR AND JOURNAL OF HEALTH.** Numbers 5 and 6 have come to hand, but the preceding numbers have never reached us.

**THE CONN. SCHOOL MANUAL,** Will the editor forward the number for April? It has not been received.

**THE VERMONT SCHOOL JOURNAL.** Only the first number has yet been received.

**THE STUDENT AND YOUNG TUTOR.** The June and July numbers have come to hand, but the Nos. for April and May have not reached us.

**THE COMMON SCHOOL ADVOCATE.** The 14th No. has not been received.

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### TO MINERALOGISTS.

The Principal of Mount Sylvan Academy is forming a museum of Minerals, Fossils and Indian Antiquities, and, having peculiar opportunities for collecting specimens from Mississippi, and the surrounding States, requests of the Mineralogists in Ohio and other States north of Ky., that they will make exchanges with him. He is also prepared to purchase a Cabinet of foreign or rare home minerals.

Address Rev. R. MORRIS, P. M. *Mount Sylvan Academy, Lafayette co., Miss.*, and state the means of conveyance to any point on the Ohio, or the Mississippi river.

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### NOTICES OF BOOKS, &C.

**CORNELL'S SCHOOL GLOBE.**—Manufactured by Silas Cornell, at Rochester, N. Y., and for sale by Booksellers, generally. Price only \$3.00.

**THE NATIONAL ACCOUNTANT.**—An improved system of Book-keeping by single and double entry; by J. Batchelder. Boston: Jno. P. Jewett & Co., Cincinnati: E. D. Truman, 1847.

**SMITH'S QUARTO GEOGRAPHY.**—Published by Cady and Burgess, 60 John street, N. Y.

**WICKHAM'S SCHOOL REGISTER.**—Published by O. O. Wickham, 79 Fulton street, N. Y.

**MY LITTLE GEOGRAPHY.**—By Mrs. L. C. Tuthill. Philadelphia; Lindsay & Blakiston.

**FIRST BOOK OF NATURAL HISTORY,** by A. Ackerman. New York: Cady & Burgess, 1847.

**ELEMENTARY ASTRONOMY;** accompanied by 16 Colored Maps, each 3 by 34 feet, designed to illustrate the MECHANISM OF THE HEAVENS. By H. Mattison. New York: Huntington & Savage.

**INTELLECTUAL ALGEBRA;** or oral exercises in Algebra for Common Schools. By David B. Tower, A. M. New York, Cady & Burgess.

**CHAPMAN'S AMERICAN DRAWING BOOK.** Part I. Price fifty cents. Published by J. S. Redfield, Clinton Hall, N. Y.

**COMSTOCK'S PHONETIC MAGAZINE.** Published monthly, in Philadelphia, by A. Comstock, M. D., at \$1.00 per annum.

**THE PRAIRIE FARMER.** Published monthly, in Chicago, at \$1.00 per annum.

**THE SELF INSTRUCTOR.** Published at 140 Grand street, N. York, by Josiah Holbrook.

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WILLIAM B. THRALL, Printer, Columbus.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. II.] COLUMBUS, AUGUST 1, 1847. [No. 8.

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## THE BOARD OF NATIONAL POPULAR EDUCATION.

In the article under this head contained in our last, we did not intend to convey the impression that it was the expectation of the Board to supply any considerable portion of Ohio, much less of the West, with Teachers. But there are multitudes of people in this State who know so little of its *extent*, that the bare announcement of a plan for the introduction, by funds raised out of the State, of a few scores or hundreds of Teachers from abroad, would lead them to stand aloof from any movement for the improvement of our own Teachers; since there are few who are disposed to exert themselves very strenuously, to supply their own wants, when others, who are able, stand by asking the opportunity of doing it for them without charge.

To show that many intelligent men are liable to misjudge in matters to which they have given no attention, it will be sufficient to mention that a gentleman of wealth and intelligence engaged in active business in one of our large cities, and well acquainted with the commercial resources of the State, remarked to the editor only a few months since, that he presumed there must be as many as 1500 or 2000 school districts in Ohio! There are those residing in our cities and large towns who have acquired the reputation of being "active friends of education," who know as little of the extent of the State and of its condition and wants as did the author of this remark.

The well-informed, working friends of education, those who have visited schools extensively and become acquainted with the Teachers, who have met these Teachers in Conventions and Institutes, and who know the *resources* as well as the wants of the State, have long been urging the importance of united and systematic effort for the improvement of the Teachers now employed, and who are to be employed for some years to come, in the instruction of our youth. The efforts of these active and energetic laborers, located in different parts of the State, have been eminently successful, and the result is that some 1600 Teachers have already been instructed in Teachers' Institutes,—that a demand for better qualified Teachers has been created,—that Teachers have become anxious to pre-

pare themselves more thoroughly for their employment, not only by attending an Institute for a short time, but by a respectable course of reading and study; and the consequence of this is, that there is now hardly an Academic Institution in the State, which does not announce the formation of a "Teachers' Class," or promise special instruction for those preparing for this employment.

The result of this state of things, should it continue, cannot but be favorable to the interests of education; should public sentiment be concentrated upon this movement, and should the interest now awakened continue to increase, it may be the means not only of introducing Teachers' Institutes into most of the counties in the State, but may do more than any thing else for the establishment of Normal Schools, and thus hasten the consummation of the great work which the friends of education should aim to accomplish;—*to provide for the thorough, professional education of all who teach.*

While then we repeat that we have no hostility to the movements of this society, we should deprecate any movement which would divert public attention from the great work just named, or which should lead any to suppose that we can ever expect a *supply* of qualified Teachers for our State, without providing the means for educating them in our midst.

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[For the Ohio School Journal.]

MR. EDITOR:—In the July No. of your paper, I find an article under the head of "The Board of National Popular Education," which contains a passage which may give a wrong impression as to the purpose and expectations of the Board in regard to the West. "It will be long (you say) before this, or any other association can furnish even one teacher to each of the twelve or fifteen hundred towns in Ohio; and the idea of supplying our twelve or fifteen thousand school districts with teachers from abroad is utterly preposterous."

"*The idea*" is introduced by you in such a manner, as to create the impression that somebody entertains it. I deem it my duty, both for myself and for the Board in whose name I act, to disavow any such idea. It was to guard against such an impression, and to place the Board in its true position as a mere *auxiliary* to the friends of education in the West, that I introduced the following paragraphs into the Circular to which you refer.

"The primary purpose of the Board is to transfer teachers from those parts of the country where they are the most abundant, and where educational improvements have elevated the standard of teaching, to places where they are the most needed. But those who see in this movement nothing but the mere sending of a few teachers, or even hundreds of teachers, to occupy as many schools, will form but a very inadequate conception of its real scope and bearing. The influence of such a movement on the *general interests of education*, is a consequence which cannot escape the attention of the intelligent and observing. The great want in those portions of the country which the undersigned has visited, is that of a just appreciation *among the masses*, of the value and importance of education. Every well qualified teacher so

to a destitute place, will exert more influence in favor of the cause of education, by the practical illustration of the effects of *good teaching*, than could be done by the most eloquent lecturer, without such illustration. Every such teacher, devoted to the employment, in the true spirit of it, will become a centre of invaluable influence. Every really good school will be like a city set upon a hill; its light will be seen, and its influence felt, in every direction. This influence the friends of education in the West need to aid them in their laudable labors to advance the cause—labors which will be unavailing without the *strong public sentiment* which the well directed efforts of the Board, and the teachers it may supply, will, it is hoped, aid in creating and sustaining.

The Board of National Popular Education do not stand in the position of attempting to make one portion of the country the instructors of another; but while it hopes to give, directly, to thousands of children and youth the benefits of an education they would not otherwise receive, it expands its views to the great purpose of aiding to transfer, through good instructors, the educational improvements of every part of the country to every other part that may be destitute of them, to the end that friends of education, who are struggling under the embarrassments incident to new and sparsely settled States and Territories, may be aided in their efforts at educational improvement. One of the greatest wants of the West, in regard to education, is that of well qualified instructors. There are indeed, portions of it where there are good instructors and good schools, and where improvements in this respect, are in a state of very encouraging progress, through teachers associations and teachers institutes. But these portions are small, compared with the great whole. To encourage and extend these efforts at improvement, by furnishing teachers of a high order of talent and acquirement to take charge of Seminaries where, among other things, *teachers may be trained to their work*, and thus the West be aided in *supplying, as it must and will finally supply, its own teachers from among its own people*, is a leading and very important object of the Board.

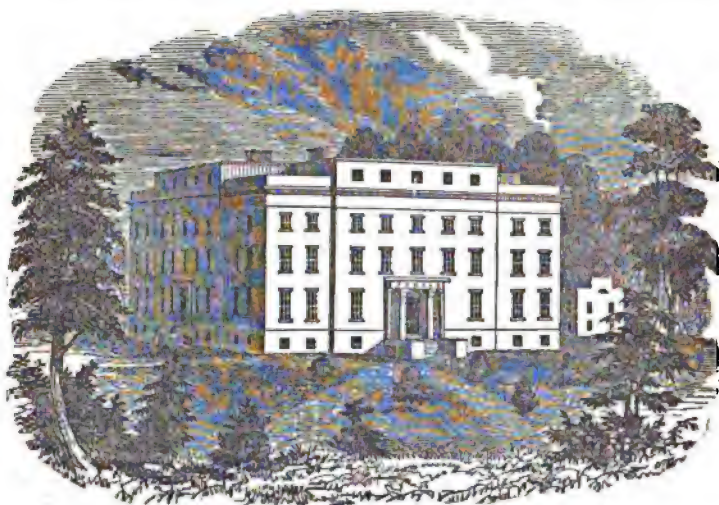
There are many noble minds at the West, intensely anxious for its educational improvement; and the beginnings of a favorable movement there are visible. But there are difficulties to be encountered of no ordinary magnitude—difficulties not to be met with at the East—where, even with all the advantages of a homogeneous and dense population, and well established institutions, improvements in education have progressed but slowly. Who will not rejoice in any opportunity to aid, though it may be but a little, in overcoming these difficulties—blessing the West, and through it, blessing the whole country, whose destinies it is so soon to control."

Whether the "aid" thus proffered, is needed in Ohio I do not feel competent to decide. From the tenor of your remarks I gather that you doubt "the alleged necessity and importance of the movement," in regard to your State. You have better means of judging than I have. Both the teachers to be sent, and myself as the general Agent in this movement, stand in a position of so much delicacy as to make any intimation from intelligent and respectable sources, that our aid is not desired in any particular locality a controlling motive to desist, and turn our efforts in other directions. The field is a wide one, and there is room for all to labor without interference.

Wishing you all possible success in the great cause in which you are engaged, I remain

Very truly yours,  
WILLIAM SLADE.

## The Ohio Institution for the Instruction of the Blind.



This Institution was established by an act of the Legislature passed during the session of 1836-7, and was first opened on the 4th of July, 1837, under the charge of Mr. A. W. PENNIMAN, the present acting Superintendent.

"The building, represented above, is of brick, with an elevated finished stone basement, about ninety feet in front, with two wings, each near ninety feet in depth. It is five stories high, including the basement and attic, containing in all, fifty rooms, one of which is a large and beautiful apartment, about forty by thirty feet, with a gallery on three sides, supported by eight fluted columns of a chaste style of architecture. This chapel is used particularly for public exhibitions and examinations of the pupils, during the Legislative sessions, and on the occasions of public conventions, which assemble in Columbus from time to time form all parts of the State.

The whole cost of the building was about twenty-eight thousand dollars—and including the furniture, fixtures, grading the grounds, &c., somewhat over thirty thousand dollars. It was first occupied in October, 1839."

"The Institution is thoroughly organized on the plan of the best modern institution for the Blind in Europe and the United States, modified to suit our own peculiar circumstances. The discipline is efficient, and the system of instruction comprehends a thorough practical course of English education, moral, intellectual, and physical; and, as far as practicable, with such apparatus and experiments as may be used with the Blind, a practical knowledge of the popular and abstract sciences.

The studies embrace all that are usually taught at our best select schools, viz: reading by means of embossed or raised letters; arithmetic, mental and on slates, with moveable figures; geography with the globe and maps, the rivers and boundaries being rais-



ed; grammar, including a critical analysis of language, parsing, composition, rhetoric and elocution; also, natural philosophy, geometry, algebra, and astronomy; political economy, moral and mental philosophy, evidences of revealed religion, physiology, logic, geology, belleslettres, ancient and modern history, biography, &c.

Some of these subjects are taught in classes, others by daily familiar lectures and reading to the pupils, with examinations and reviews.

The exercises commence at six o'clock in the morning, and continue, with frequent recesses, until one. No lesson continues over an hour, and music intervenes in the middle of the forenoon. The afternoon, from two to five, is devoted to work, except by the smaller pupils, who have one lesson, and spend one hour in listening to entertaining and useful reading."

The Institution commenced in 1847 with five pupils, and the number increased during the year to eleven. In 1839 when the new building was opened it numbered 19; in 1840, 36; in 1841, 50; in 1842, 56; in the following year, 58; and the number has since been slowly increasing. Sixty-nine pupils have been in attendance during the past year.

The academic year in the institution closed with a public Exhibition on the 29th of July last. A vacation of two months will ensue, during which most of the pupils will visit their homes.

The next term will commence on the 1st of Oct. next, and continue ten months. Persons applying for admission must be between the ages of *seven* and *twenty-one*, free from disease and of good moral character. The terms, for those able to pay, and for all applicants residing out of the State, are \$100, payable, half-yearly in advance. This covers all expenses except clothing, physician's bill in sickness, traveling expenses to and from Columbus. Applicants unable to pay must bring certificates of the same signed by respectable persons.

It is highly desirable that pupils should enter between 7 and 17 years of age, since, before the age first named, they are hardly suitable to be sent from home, and after they have arrived at the age of 16 or 17, unless they have already received instruction, they are not likely to derive the benefits they might by commencing at a more susceptible age.

Application for the admission of pupils can be made to the Superintendent.

We would respectfully, but earnestly urge upon the parents of blind children throughout the State, the importance of sending their children early to this Institution. They may rest assured, that, both their health and their morals, as well as their intellectual development, will receive the utmost care in this well conducted Institution, and that every thing which can be done by the instructors and attendants to supply the place of parental care and affection, will be afforded by those to whose charge they are here entrusted.

Of the opportunity for improvement, and the contentment of the pupils in their well furnished home, no one who has ever visited the Institution needs any proof.

## MR. MANN'S REPORT.

*Continued from page 203.*

The claim of a child, then, to a portion of pre-existent property begins with the first breath he draws. The new-born infant must have sustenance, and shelter, and care. If the natural parents are removed, or parental ability fails,—in a word, if parents either cannot or will not supply the infant's wants,—then society at large,—the government,—having assumed to itself the ultimate control of all property,—is bound to step in and till the parent's place. To deny this to any child would be equivalent to a sentence of death,—a capital execution of the innocent,—at which every soul shudders. It would be a more cruel form of infanticide than any which is practised in China or in Africa.

But to preserve the animal life of a child only, and there to stop, would be,—not the bestowment of a blessing, or the performance of a duty,—but the infliction of a fearful curse. A child has interests far higher than those of mere physical existence. Better that the wants of the natural life should be disregarded than that the higher interests of the character should be neglected. If a child has any claim to bread to keep him from perishing, he has a far higher claim to knowledge to preserve him from error and its fearful retinue of calamities. If a child has any claim to shelter to protect him from the destroying elements, he has a far higher claim to be rescued from the infamy and perdition of vice and crime.

All moralists agree. nay, all moralists maintain, that a man is as responsible for his omissions as his commissions;—that he is as guilty of the wrong which he could have prevented, but did not, as for that which his own hands has perpetrated. They, then, who knowingly withhold sustenance from a new-born child, and he dies, are guilty of infanticide. And, by the same reasoning, they who refuse to enlighten the intellect of the rising generation, are guilty of degrading the human race. They who refuse to train up children in the way they should go, are training up incendiaries and madmen to destroy property and life, and to invade and pollute the sanctuaries of society. In a word, if the mind is as real and substantive a part of human existence as the body, then mental attributes, during the periods of childhood, demand provision at least as imperatively as bodily appetites. The time when these respective obligations attach, corresponds with the periods when the nurture, whether physical or mental, is needed. As the right of sustenance is of equal date with birth, so the right to intellectual and moral training begins at least as early as when children are ordinarily sent to school. At that time, then, by the irreparable law of nature, every child succeeds to so much more of the property of the community as is necessary for his education. He is to receive this, not in the form of lands, or of gold and silver, but in the form of knowledge and a training to good habits. This is one of the steps in the transfer of property of the present to a succeeding generation. Human sagacity may be at fault in fixing the

amount of property to be transferred, or the time when the transfer should be made, to a dollar or to an hour; but certainly, in a republican government, the obligation of the predecessors, and the right of the successors, extend to and embrace the means of such an amount of education as will prepare each individual to perform all the duties which devolve upon him as a man and a citizen. It may go further than this point; certainly, it cannot fall short of it.

Under our political organization, the places and the processes where this transfer is to be provided for, and its amount determined, are the district school meeting, the town meeting, legislative halls, and conventions for establishing or revising the fundamental laws of the State. If it be not done there, society is false to its high trusts; and any community, whether national or state, that ventures to organize a government, or to administer a government already organized, without making provision for the free education of all its children, dares the certain vengeance of Heaven; and, in the squalid forms of poverty and destitution, in the scourges of violence and misrule, in the heart destroying corruptions of licentiousness and debauchery, and in political profligacy and legalized perfidy,—in all the blended and mutually aggravated crimes of civilization and of barbarism, will be sure to feel the terrible retributions of its delinquency.

I bring my argument on this point, then, to a close; and I present a test of its validity, which, as it seems to me, defies denial or evasion.

In obedience to the laws of God and to the laws of all civilized communities, society is bound to protect the natural life; and the natural life cannot be protected without the appropriation and use of a portion of the property which society possesses. We prohibit infanticide under penalty of death. We practice refinement in this particular. The life of an infant is inviolable even before he is born; and he who feloniously takes it, even before birth, is as subject to the extreme penalty of the law, as though he had struck down manhood in its vigor, or taken away a mother by violence from the sanctuary of home, where she blesses her offspring. But why preserve the natural life of a child, why preserve unborn embryos of life, if we do not intend to watch over and to protect them, and to expand their subsequent existence into usefulness and happiness? As individuals, or as an organized community, we have no natural right; we can derive no authority or countenance from reason; we can cite no attribute or purpose of the divine nature, for giving birth to any human being, and then inflicting upon that being the curse of ignorance, of poverty and of vice, with all their attendant calamities. We are brought, then, to this startling but inevitable alternative. The natural life of an infant should be extinguished as soon as it is born, or the means should be provided to save that life from being a curse to its possessor; and therefore every state is bound to enact a code of laws legalizing and enforcing Infanticide, or a code of laws establishing Free Schools.

The three following propositions, then, describe the broad and ever-during foundation on which the Common School system of Massachusetts reposes:—

The successive generations of men, taken collectively, constitute one great Commonwealth.

The property of this Commonwealth is pledged for the education of all its youth, up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civil duties.

The successive holders of this property are trustees, bound to the faithful execution of their trust, by the most sacred obligations; because embezzlement and pillage from children and descendants are as criminal as the same offences when perpetrated against contemporaries.

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TEACH YOUR PUPILS THE LAWS OF HEALTH.—Teach all your pupils the *laws of health*, and present them as the *laws of God*, which they commit sin in violating, and then *set them an example of strict obedience to them* yourselves. And do not teach *empirically* and *ex-cathedra*, but show them the philosophy of the matter, *why* it is thus and so, and *how* it is, that penalties must follow disobedience to these laws; and enforce obedience to them by every method you can command. Make them understand how fresh air purifies the blood and invigorates the nerves, and see that the school-room is ventilated abundantly. Inquire, too, respecting their lodging rooms, and advise them how to secure *their* proper ventilation, and ascertain whether they do it. Teach them what kinds of food and drinks are unhealthful, and *why* they are so. Teach them the evils of eating too much, of eating too often, of eating too fast, and of taking food and drink too warm. Teach them the baneful operation of alcoholic and narcotic drinks. Teach them the offices of the skin, and the necessity of frequent ablutions, for preserving health. Teach them the necessity of warm clothing, and of guarding the eyes from excessive light, and, when weak, the evil of using them before breakfast or by candle-light. Teach them the danger of excessive mental excitement, either by intellectual effort or protracted care and anxiety, and the indispensable preservative to be sought in *muscular exercise in the open air*. And on the last topic, beware yourselves of the rocks.—Miss C. E. Beecher.

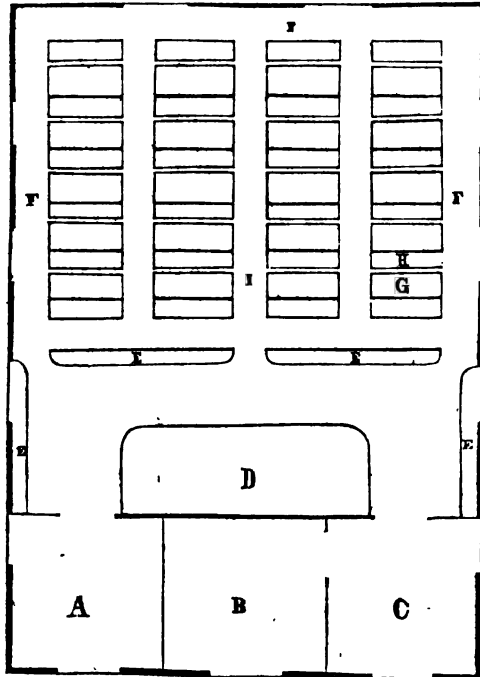
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Forty-five miles an hour is the contract time for carrying the mails in England, per railway. In this country they are carried on horseback at from two to four or five miles per hour, by stages at from four to twelve miles, and by steamboats and on railroads, at from twelve to twenty-five miles per hour.

MAGNETIC TELEGRAPH.—The posts for the Telegraph are now erected from Bridgeport through this place and for some distance west of this; it is expected that the wires will soon be put up and a communication be opened between this city and the cities on the Atlantic.

## SCHOOL HOUSES.

Below is a ground plan of a school house constructed, in most respects, in accordance with the directions quoted in the Journal for last month. The building here presented should be 26 by 36 feet on the ground, or, at least, 25 by 35 feet inside. The plan is drawn on a scale of ten feet to the inch.



## DESCRIPTION.

A C, Entries 8 feet square, one for each sex.

B, Library and apparatus room, 8 by 9 feet, which may be used for a recitation room for small sized classes.

D, Teacher's platform, behind which, on the wall, should be a blackboard 13 feet long by 5 feet wide.

E E E E, Recitation seats, those on the sides, placed against the wall, those in front of the platform having backs and being movable.

F F F, Free space, at least two feet wide, next the wall on three sides of the room.

G, Pupil's desk, four feet long by 18 inches wide.

H, " seat, " " " " 13 " "

I, Centre aisle two feet wide, the aisles on either side of this should be from 18 to 24 inches wide.

The area on either side and in front of the Teacher's platform, is intended for reading and spelling classes, and any other class ex-

ercises in which the pupils stand ; and the space next the wall may be used to arrange the greater part of the school as one class in any general exercises requiring it.

Four windows are represented on each side of the house, and two on the end opposite the Teacher's stand. The door to the Library-room opens from one of the entries, and the room is lighted by a large window in the front end of the house.

### THE EXAMINATION OF SCHOOL TEACHERS.

From considerable experience as a member of a County Board of School Examiners, we have reason to believe that this class of school officers, may do more than any others recognized in our school system, for the improvement of the Teachers of our schools. The course pursued for some years past in Lake and Geauga, and some other counties which might be named, has been eminently successful, not only in elevating the standard of qualifications among Teachers, but in improving the schools of the county.

The principal features of the course alluded to, are the following:—

1. To discountenance *private examinations* and have all applicants examined publicly, in presence of the whole Board.

2. To assign to each member of the Board the charge of conducting the examination in some particular branch or branches of study.

3. To devote a whole day if necessary to a thorough examination in each of the branches which are, or should be taught.

4. To refuse, unhesitatingly, to grant certificates to those who are not respectably qualified to teach the branches required.

6. To limit the certificates of those who are inexperienced, or, who are not as fully qualified as would be desirable, so that in six months or a year at most, they may be subjected to another examination, and if they have not improved, be rejected entirely.

The advantages of such public examinations are numerous and important. Among them may be numbered the following:

1. The Teachers of the county are thus required to meet *as Teachers*, they have an opportunity to become acquainted with each other, to compare themselves with other and often more experienced Teachers; they thus become interested in each other's welfare, and are led to visit each other's schools and thus to profit by the experience, the failures and successes of all the Teachers in their immediate neighborhood, if not of all in the township.

2. School Directors and citizens, who, to the number of scores, frequently attend these examinations, have an opportunity to become acquainted with most of the Teachers in the county, to compare one with another and thus to make the best selections for their own schools.

3. The plan is especially convenient for the Examiners, who can examine 30 or 50 candidates in a day, as well and better than to be called upon so many different times to examine individual Teachers. Beside this, such an examination being conducted in the pre-

sence of School Directors, and the parents and friends of the candidates, is little liable to the charge of *partiality* or *favoritism*.

4. The presence of the best Teachers in the county enables the Examiners to place before the minds of those less competent; (and also to present the school officers) *some idea of a competent, well qualified Teacher*. And if a sufficient number, or if any considerable number of such are present, it removes all excuse, on their part, for licensing those who are not qualified; and on the part of the rejected candidates and their friends, it removes all grounds of complaint on account of their rejection.

We commend to the notice of School Examiners throughout the State, the following Circular of Messrs. W. L. Perkins, M. F. Cowdery and J. L. Frisbie, the School Examiners in Lake county.

#### TO TEACHERS OF COMMON SCHOOLS.

The Board of School Examiners for Lake county, take this method of notifying those intending to teach Common Schools in this county, that it will be expected that all applicants for certificates will be familiar with English Grammar in all of its departments, and with the best methods of giving instruction in this science, and that they will be able, when called upon to do so, to state the plan they would pursue in teaching it; that they will be familiar with the Elementary Sounds of the language, and be capable of teaching them with accuracy and facility. It is expected they will be thoroughly acquainted with the principles of Reading, as found in the best text books on this subject, and capable of applying them at once to practice. It is expected they will be acquainted with ALL of the subjects and principles in the common text books in Arithmetic, and that, when called upon to do so, that they will be able, at once, to explain and illustrate these at the black board. It is expected that they will be informed with regard to the general physical features of all the countries of the globe, together with the estimated area and population of each: that they will be acquainted with the principles in Mathematical Geography, and capable of stating and illustrating them with precision and facility. It will also be expected that the social and political condition of the different countries of the globe will, to some extent, be understood.

It will be a matter of much interest with the Board to know of applicants what works they have read or studied on the subject of Education, and to what extent they are acquainted with the condition of Schools, and the systems of education in other States and countries.

The Examiners suggest to candidates to bring with them specimens of their hand writing, which should be left with the Board. In all cases in which no member of the Board is acquainted with the candidate, testimonials of good character will be required.

Private examinations are considered unauthorized by law, and will not be given; but in cases of absolute necessity, special meetings of the Board will be called, if required.

A public examination of the candidates for the place of Teachers in the Public Schools of Columbus, was attended on the 22d of June. The examination was conducted in part by *printed questions* to which *written answers* were required. The following is the list of questions thus proposed.

#### GENERAL QUESTIONS.

1. Please write your *name* in full, and your *residence*.
2. Write the names of any persons to whom you would refer for testimony concerning your abilities and character as a Teacher.
3. State *where* you were educated principally, and what *experience* you have had in teaching.
4. Is it your wish and intention to make *teaching* your employment?
5. What, in your opinion, are the most important *qualifications* for a Teacher?

#### THEORY OF TEACHING.

1. Of how much importance do you regard a *proper classification of pupils* in school?
2. What are the *objects* the Teacher should keep in mind in conducting a recitation?
3. In what studies would you use the *blackboard*?
4. Do you regard it as the duty of a Teacher to endeavor to preserve and promote the *health* of his pupils?
5. Do you consider the supervision of the physical, intellectual, social and moral *habits* of your pupils a part of your duty as an Instructor?

#### GOVERNMENT.

1. What is the proper object of *government* in school?
2. What are the principal *evils* in schools against which the Teacher should guard?
3. To what *motives* do you intend to appeal for the purpose of securing punctuality and regularity in attendance, and order and correct deportment in school?
4. What *means* do you intend to adopt for inciting pupils to diligence and perseverance in study?
5. What are the legitimate objects of *punishment*, in any government?

#### READING.

1. How should the Teacher be occupied while his class is employed in reading?
2. What is the *object* of *audible reading*?
3. What are the most important *requisites* for good reading?
4. What is *Emphasis*?
5. Can you expect pupils to read properly, without understanding the *meaning* of what they read?

#### ORTHOGRAPHY.

1. How many separate or *elementary sounds* are there in the English language?
2. How may these sounds be classed?
3. How should the *letters* of our alphabet be classed?
4. What is the great object of teaching *spelling* in school?
5. How can this object be best accomplished?

#### DEFINITIONS, &C.

Define each of the following words: *accent, punctuation, sentence, ecliptic, ratio*, and write sentences illustrating the use of the words defined.

#### PENMANSHIP.

1. Should *penmanship* be taught in common schools?
2. Should pupils *commence* writing with a pen or a pencil,—on slates or on paper?
3. What are the *requisites* for skill in penmanship?
4. Should instruction in *pen-making* be given in school?
5. Should *penmanship* or *drawing* be taught first?



GRAMMAR.

1. Should *oral instruction* in English grammar be given to pupils before they commence the study from a text book?
2. What are the *principal parts* of a sentence?
3. Write *correctly* the following passage: a *ship* from *egypt* ore the *depe impeled* by *guideing* winds her *course* for *venise* held of *famed brittania* were the *galant* crew and from that *isle* her name the *vesel drew*.
4. How many *sentences* are contained in the foregoing passage.
5. Parse the words in *italics*.

ARITHMETIC.

1. Should instruction in *mental*, or *written* arithmetic be commenced first?
2. What is the *difference* between *notation* and *numeration*?
3. Having a *composite number* and two of its factors given, how would you find the third?
4. What is the value of 3-4 of 5-7 of 8-15 of a pound sterling, in shillings, pence and farthings?
5. What is the *square root* of the *product* of 529 multiplied by 64?

GEOGRAPHY.

1. Into how many departments should geography be divided?
2. Give the *area* of the earth's surface and of each of the grand divisions.
3. Can the *climate* of a country be determined from its latitude?
4. Name some of the important causes which affect the climate of countries.
5. What is the population of the globe, and how many varieties of the human race are usually named?

THE SCHOOL ROOM IN SUMMER.

No pains should be spared to keep the room neat and clean, to have it properly aired, or ventilated; for this purpose, the upper sash of the windows should be let down if possible, and an opening provided for a constant ingress of fresh air, and for the escape of that which has been rendered impure by respiration and other causes. If the room is not provided with suitable conveniences for ventilation, let it, at least, be thoroughly aired at every recess and at the intermission. Let the windows and the door be thrown open and an entire change of the air be effected.

In relation to the necessity of such ventilation, Teachers should remember that their own feelings or perceptions while constantly in the room, are not a reliable criterion. If they would know whether the air in the room is impure, let them step to the door for a minute and breathe the fresh air and then return to the school room; if they perceive no difference, the air of the room must be tolerably pure, at least; but whether any occasion for it is perceived or not, it must be remembered by every Teacher, that frequent ventilation of the room is absolutely indispensable to the health and comfort of all who occupy it.

In addition to these attentions to health, it is highly desirable that every effort should be made to render the school room pleasant and attractive to pupils. If possible, let it be furnished with pictures and drawings, with maps, diagrams and other illustrations of the studies pursued; but especially let it be adorned with flowers fresh from the garden of nature. It matters little how plain the vase in which they must be kept, let them be brought daily to the room, and diffuse with their fragrance, a softening and refining influence through the atmosphere of the room.

To relieve the monotony of the ordinary duties and employments, a great variety of general exercises may be introduced. Among these *vocal music* stands pre-eminent both in usefulness, and as a means of promoting order, harmony and good feeling among the pupils. If the Teacher can sing, let not a day pass in which the voices of the school are not united in some pleasant and inspiring song. Beside this, numerous *concert exercises* may be introduced. The scholars of one or more classes may be accustomed to spell, and read simultaneously, or to recite together short passages of poetry, previously committed for the purpose;—to repeat the number and the names of the seasons, of the days of the week and the months in the year, &c. In numbers, they may count and number, may repeat the Roman numerals, the numeration, addition, and multiplication tables, or the tables of compound numbers, in the same manner.

In geography, the shape, diameter, circumference, area, and the grand divisions of the globe,—the names of countries, mountains, and cities, of bodies of water, &c., may be arranged in short lessons and repeated simultaneously.

In short, the ingenious and enterprising Teacher will find no end to the variety of exercises of this kind, which may with propriety be introduced into a school of small scholars. These should, by no means, take the place of the regular lessons, recitations and duties of the school, but should be used to give variety to them, and to furnish opportunity for those frequent changes of position so agreeable to small scholars, especially in warm weather.

In addition to such exercises, if children can be furnished with *slates*, they should be allowed to spend some portion of every day, in writing and drawing, in imitating any figures which may be set before them or any objects they may choose to sketch.

The great secret of keeping children out of mischief, is, *to have such a variety of proper employments as to keep them constantly occupied.*

#### ARITHMETIC.—CONTRACTIONS.

To secure any degree of facility in performing examples in multiplication, it is necessary to be perfectly familiar with the *Multiplication Table*, and it will be found a great convenience to carry the table as high at least as twenty times twenty, if not to the square of twenty-five, so as to be able to multiply each digit by any number below twenty; and for the purpose of securing the advantage of some important *contractions*, it will be well for every one who wishes to be "ready in figures," to learn the squares of all the integral numbers as high as fifty.

The next class of contractions are those based upon the relations of numbers to each other as *multiples and powers*. 1. To multiply by any number containing two or more digits, the left hand figure or figures of which can be divided by the unit figure—*multiply first by the unit figure, and that product by the quotient of the left hand figure or figures divided by the unit figure, placing the first figure of this product in the place of tens*. This rule may be applied in any case when the left hand figures are divisible by two or more figures on the right of the multiplier.

Hence, to multiply by 84,—multiply by four, and that product by 2, writing the first figure of this product in ten's place. To multiply by 267—mul-

tily by the first figure, as before and that product by 4. To multiply by 963—multiply the product of 8 by 12.

This contraction will be found of very frequent application, and of much greater service than might, at first, be supposed. For example, the product of any number multiplied by any one of the following multipliers, 432,546; 864,729; 1,447,212; 5,769,612; or 172,814,412, may be obtained by only *three* separate multiplications.

The product of any two numbers may be found by subtracting from the square of half their sum, the square of the difference between this half-sum and either of the given numbers. Examples (1.) To multiply 32 by 28. Half their sum, (or their *arithmetical mean*,) is 30, the square of which diminished by the square of 2, (the difference between 28 and 30,) equals 896, which is the product of the given factors. (2.) To multiply 63 by 37. The mean is 50, whose square is 2500, which diminished by 169, (the square of the difference,) equals 2331, the product.

The foregoing rule will be of little service, unless the squares of the numbers to be employed have been previously learned, hence the importance of learning the squares of numbers as high, at least, as fifty. If these are known, the rule will enable one to multiply together any two numbers below 100. The application of this rule will be found quite easy wherever the mean of the given factors is an integer, but still easier when this mean is some multiple of ten.

Teachers of Arithmetic will find it an excellent plan to propose to their advanced classes, at each recitation, an example for solution which is not found in their text books, and require each pupil to solve it for himself, if possible, and bring in his solution in writing, and to be prepared to present it upon the blackboard and to explain and defend it, if called upon.

Examples for this purpose may be selected from any work on Arithmetic not used in the School, or the Teacher may invent them himself.

We subjoin for use in this manner, two examples taken at random from "THE PHILOSOPHY OF NUMBERS," by Uriah Parke, Esq., of Zanesville, a work which every Teacher must regard as a most valuable book of reference.

1. A gentleman owns a prairie 320 rods long and 180 rods wide, and wishes to lay it off into the smallest practicable number of *square fields*. What will be their size and number?

2. If to my age there added be,  
One half, one third, and 3 times 3,  
Six score and ten the sum will be;  
What is my age? pray show it me.

#### LITERARY INSTITUTIONS.

By the politeness of friends we have received the Circulars and Catalogues of several of the flourishing Academies and Seminaries of our own and other States.

THE FEMALE SEMINARY at Steubenville, is one of the oldest Institutions of the kind in Ohio, it is still under the charge of Rev. Dr. Beatty, as Superintendent, and Mrs. Beatty, as Principal. Its Catalogue for the year ending in Oct. last, numbers 202 pupils.

THE THIRTEENTH ANNUAL CATALOGUE OF THE GRANVILLE FEMALE ACADEMY, containing names of 79 in the three classes into which its pupils are divided. The Institution is under the supervision of Wm. D. Moore, A. M., as Principal.

THE COOPER FEMALE ACADEMY, at Dayton, numbers 167 on its Catalogue for the year ending in July last. E. E. Barney, A. M., is Principal, and is assisted by Mr. & Mrs. A. E. Stevens, and several other experienced Teachers.

THE BALDWIN INSTITUTE, at Berea, though recently established, is in a flourishing condition, 189 pupils attended during the year ending in June last. Mr. Alfred Holbrook is acting Principal.

GRAND RIVER INSTITUTE, at Austinburg, is one of the oldest Institutions of the kind in the northern part of the State. Its Catalogue for the present year numbers 119. R. M. Walker, A. M., is Principal and Teacher in the Languages, Mr. A. A. Smith, Teacher in Mathematics, and Miss Betsey M. Cowles, Preceptress; beside these, three assistant Teachers are employed.

All these, and many other Institutions of a similar kind, together with many Collegiate and Professional Schools, are doing good service in the cause of education. We shall take pleasure in noticing the Circulars, &c., of all such schools, and especially of those in which special effort is made to qualify Teachers for their employment.

THE PUBLIC SCHOOLS of this city were opened on the 21st of July last. More than 600 children have already entered them and the number is daily increasing. Some account of the buildings and the plan upon which the schools are organized, will be given in our next.

The Commissioners of Medina county have appropriated \$200 for a Teachers' Institute, and the purchase of a Teachers' Library in that county.

The Commissioners of Ashtabula county have appropriated \$360 for the support of a county superintendent of Common Schools.

CHANGE OF RESIDENCE.—The Editor of this Journal has removed from Lake Co. with the intention of making Columbus his residence in future.

Exchanges, Correspondents, Subscribers and others will please direct their papers and communications accordingly.

Our exchanges will confer a favor by directing their papers to the "*School Journal*," as there are two other papers in this city, of whose name the word *Journal* forms a part.

#### NOTICES OF BOOKS.

FIRST LESSONS IN CIVIL GOVERNMENT, by A. W. Young, Cleveland: Published by M. C. Younglove for the Proprietor, Josiah Hurty, A. M.

BLISS'S OUTLINE MAPS. A series of eight large Maps, corresponding with those in "Bliss's Analysis of Geography," which is to them a Key.—Price per set of Maps, with the Key, \$9.00. Boston: Jno. P. Jewett & Co., 1847.

THE DUTY OF AMERICAN WOMEN TO THEIR COUNTRY, by Miss C. E. Beecher. New York: Harper & Brothers.

SELF INSTRUCTOR, No. I.—CHILD'S FIRST BOOK, Drawing Series, by Josiah Holbrook. Hartford: J. H. Mather & Co. New York: at the Exchange, 140 Grand Street.

A CRITICAL REVIEW OF AMERICAN COMMON SCHOOL HISTORIES, by Marcius Willson. N. York: M. H. Newman & Co.

AN APPEAL to the public, especially to those concerned in education, against the WRONG AND INJURY done by Marcius Willson, in his pamphlet entitled "Report on American Histories, etc., by Emma Willard. New York: A. S. Barnes & Co., 1847.

A REPLY TO MRS. WILLARD'S "Appeal," by Marcius Willson, Author of American History, etc. New York: M. H. Newman & Co., 1847.

THE ANALYZER AND EXPOSITOR: containing exercises in English Etymology, Definition, and Reading. By Albert Picket, Sen. and John W. Picket, M. D. LL. D. Cincinnati: J. A. & U. P. James, 1847.

WILLIAM B. THRALL, Printer, Columbus.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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## THE EDUCATION OF TEACHERS.

In a former number, the importance of a professional education for Teachers was set forth in numerous quotations from some of the best authorities to which reference could be made. The best mode of securing to Teachers such an education as the interests of our youth and the well being of the country require, is, doubtless, through the medium of Normal Schools, or Teachers' Seminaries, devoted entirely to this work. But in the absence of such schools, and of any adequate provision for their education, the only mode in which the present generation of Teachers can be improved, (aside from their own unaided efforts for self improvement,) is through the agency of Teachers' Institutes.

As a full account of the origin and history of this class of schools has been given in former numbers of the Journal, it is not necessary to dwell upon their history at the present time. It may, however, be well to remark, that where they are best known they are the most highly esteemed, and that they are valued not only by the younger and less experienced, but by the oldest and most competent Teachers.

The exercises of a well conducted Institute continued for two weeks may be divided into three general classes.

I. A review of the branches usually taught in common schools with exemplifications of the mode of teaching and illustrating those branches to the different classes of pupils, and of introducing general exercises, and instruction in other subjects which should be taught orally in all our schools.

II. Lectures on the classification of pupils, the theory of teaching, the duties of the Teacher both as an instructor and an educator, and the best modes of governing schools, securing order, regularity in attendance, diligence in study, propriety in deportment, &c.

III. Evening lectures intended to enlarge the views of Teachers, and to awaken the community to a more lively and intelligent interest in the cause of education.

The instruction which it is desirable to have given in the first class of exercises, may be arranged under the following heads;

first, the English language ; second, Arithmetic and its applications ; third, Geography, History and the Science of Government ; fourth, Physiology ; fifth, Mental Philosophy. To which it is well to add Vocal Music, if time will permit.

Under the first of these heads, four courses of lessons should be given, viz: 1. A course of at least five lessons on the subject of Reading, accompanied by remarks on the mode of teaching it, and exercises, by the class, under the direction of the Lecturer. 2. Lessons on the Elementary sounds and the Orthography of our language, accompanied by exercises in the utterance of the sounds, in orthographic parsing, and instruction upon the best modes of teaching the sounds of the language and the correct spelling and pronunciation of words. 3. Lessons in Etymology, or the Analysis of derivative words into their radical parts, prefixes, suffixes, &c. 4. Lessons in English Grammar and the Syntactical analysis of the language, accompanied by exercises in parsing, and instruction in regard to the modes of teaching this science orally to younger pupils.

Under the second head it is desirable to have three courses of lessons. 1. Exercises in Mental Arithmetic, and instruction in the best modes of teaching it to all classes of pupils. 2. A thorough review of the principles of the science of numbers, including a demonstration of the rules, and an analysis of all the operations employed. 3. The application of Arithmetic to Mensuration, Practical Geometry, &c.

Under the third head, lessons should be given, 1. Upon Mathematical Geography, the use of Globes, the theory of Planetary Motion, &c. 2. Upon Physical Geography, the divisions of the earth's surface, the causes of climate, of atmospheric and marine currents, the theory of earthquakes and volcanoes, and a course of lessons on outline maps. 3. Upon Civil Geography, including a description of the manners, customs, religion and government of the inhabitants of different countries, to which should be added, if possible, something of the History at least, of our own country, and a few lessons on the science of Government.

Under the head of Penmanship, it is desirable to have instruction given, 1. Upon the mode of teaching the younger pupils to write on slates and on the blackboard. 2. Upon the mode of teaching to older pupils the use of the pen, and the art of pen-making, and upon the culture of the eye and the discipline of the muscles of the hand and arm. 3. Lessons should, if practicable, be given in the principles of Linear Drawing, and the ease with which the art of drawing outline maps upon the blackboard and the slate, and subsequently upon paper, may be acquired, should be clearly set forth, and the utility of the practice should be urged upon all Teachers.

Perhaps there are few branches in which Teachers are more generally deficient, and in which pupils take less interest than in penmanship. May not this be attributed, mainly, to the neglect of Drawing in our schools?

In Physiology, beside a definition of the science, and a general description of the human system and its different classes of organs, it is highly important that a simple and intelligible account should be presented of the more important vital functions, including the processes of respiration, digestion, circulation, &c., to which should be added a summary of the more important laws of health. This is a subject of the highest interest to all classes of the community, and it becomes Teachers of youth to be well acquainted with all the laws of life and health, that they may be fully competent to instruct their pupils, and to assist them in the formation of such habits as will conduce to health and comfort, and guard them against the formation of habits which must inevitably injure health and shorten life.

In Mental Philosophy, it is not desirable to have any discussion of intricate questions, or disputed points in Metaphysics; but, 1, an intelligible definition of the science, and a brief description of the nature of the human mind, and the more obvious differences between it and the material organization it inhabits, and 2, a correct classification of the faculties of the mind, with a description of the office or function of each, and, of its appropriate sphere of action, and the proper means for cultivating and developing each, of stimulating those which are inactive, and of securing, in short, the harmonious development of every faculty and susceptibility of our nature.

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### THE PUBLIC SCHOOLS OF COLUMBUS.

By an act of the Legislature passed in Feb., 1845, the Public Schools of the city were placed under the control of a board of six Directors, who constitute the "Board of Education for the town of Columbus."

In the Spring of 1846, a tax of \$8,000 was voted for the erection of buildings suitable for the accommodation of the Public Schools. Three large brick buildings containing six rooms each, have since been erected, and on the 21st of July last, the schools were opened in these new school rooms. A description of the buildings and the arrangement of the rooms will be given hereafter.

The schools, are, at present, divided into three grades; Primary, Secondary and Grammar Schools, and a High School is soon to be opened, in which the higher English branches, Mathematics and the Languages are to be taught. The Grammar schools are taught by male, and the Primary and Secondary schools, by female Teachers.

The Directors have appointed a Superintendent, to whom is committed the direction of the course of study and instruction in all the schools. In accordance with the plan proposed by him, in addition to the ordinary exercises in spelling, reading, writing, &c., instruction is given in all the schools, in the meaning and use of words, in mental arithmetic, and in the elements of geometry; beside exercises on the elementary sounds of the language, upon the globe and outline maps, and vocal music, (singing by rote,) is practiced in all the schools.

The schools are open five days in the week and six hours per day. On Saturday A. M., the Teachers meet at the room of the Superintendent for the purpose of receiving instruction in the several branches they are teaching, and in the best modes of teaching those branches, and of introducing *general exercises* into their schools, and giving instruction upon other topics and subjects not usually taught in common schools. During these meetings full opportunity is given for the statement of difficulties with which the Teachers meet in teaching or governing their schools, for the interchange of opinion among themselves, and the presentation of their own modes of accomplishing the various objects at which the Teacher should aim, and of obviating the difficulties with which he is liable to meet. These meetings are found highly interesting and can hardly fail to be profitable to the Teachers.

There are now fourteen Teachers employed in the schools; the number of pupils enrolled is upwards of 900, and it is constantly increasing. Residents of the city and persons from abroad are respectfully invited to visit the schools whenever it may suit their convenience.

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#### ARITHMETIC—No. I.

It has been well remarked that the foundation of all knowledge is laid in definitions, and it is equally true that the accuracy and the value of the knowledge which a person acquires of any science or branch of study, depend much upon the correctness and completeness of the definitions he learns.

A definition of a word or term is an explanation of its significance, accompanied, generally, by an illustration of the proper use or application of the term.

A definition of a thing or object, is a description of the thing by a reference to its properties or phenomena; and a perfect definition of a thing is such a description of it as will distinguish it from every thing else.

Except in the exact sciences it is not always easy to give perfect definitions, either of the subject studied, or of the terms employed, but, in every department of Mathematics it is comparatively easy to give such definitions, and the Teacher should aim, in every study, to secure the utmost possible accuracy in his definitions of the terms he employs.

Heretofore there has been great negligence on the part of too many of those who have prepared school books, in relation to this subject. Hence it is not uncommon to find a text book without a definition of the science of which it treats, or of the subject or department of knowledge to which that science pertains.

In presenting an outline of a course of instruction in Arithmetic, some terms will be introduced and defined, which, though not commonly given in school arithmetics, should be understood by every Teacher, at least, if not by every advanced pupil. It should ever



be the aim of the Teacher to give to his pupils such a thorough acquaintance with the principles of arithmetic as will prepare them to acquire with ease and pleasure a knowledge of some of the higher branches of mathematics, and there are very few pupils who might not do this, or who will not, if rightly instructed in arithmetic. For there can be little doubt in any intelligent mind, that time enough is usually spent, by pupils in common schools, in poring over arithmetic, to acquire a respectable knowledge, not only of arithmetic, but of elementary algebra and geometry. This unnecessary waste of time is doubtless, in part, attributable to defects in the books used, but more to the faulty mode of teaching the sciences. We would urge upon all Teachers the importance of teaching mental arithmetic, in some form, to all their pupils. This practice, which is already becoming somewhat common, cannot be too strongly recommended. If pupils commence these mental exercises at an early age, beginning with counting, numbering, &c., and proceeding to the operations of addition, subtraction, multiplication and division, by becoming acquainted with the processes without being embarrassed first by the names and definitions of those processes, they will be delighted with the combinations of numbers, and may afterwards learn the peculiarities of written arithmetic, and proceed to the more complicated operations with little aid from the Teacher. With older pupils, however, much pains should be taken to secure a thorough acquaintance, not only with the operations to be performed, and the terms employed, but with the description of those operations and the definitions of the terms.

In the following outline the Editor has frequently used the precise language of one or more authors, and has invariably adopted the common definitions when they were deemed correct and pertinent.

**ARITHMETIC** is one branch of the science of mathematics.

**MATHEMATICS** is the science of quantity.

The principal branches of this science are arithmetic, algebra and geometry.

**GEOMETRY** is the science of magnitudes.

**ALGEBRA** is a kind of universal arithmetic.

**ARITHMETIC** is the science of numbers and the art of using them.

**NUMBERS** are expressions for quantity.

**QUANTITY** is any thing which can be increased or diminished; it is of two kinds magnitude and multitude. Quantity is called magnitude, in arithmetic, when it is presented in an undivided form, as a quantity of flour; it is called multitude, when presented in separate or distinct parts, as ten barrels of flour. One of the equal parts composing a quantity of multitude is called the unit of the quantity. In measuring quantities of magnitudes, an arbitrary standard of measure, varying with the nature of the magnitude, is adopted as the unit of quantity, as the foot, the yard, the mile, &c.

A **UNIT** is one thing of an order or kind.

Numbers are, therefore, expressions for one or more units or things of a kind.

## COUNSELS TO CHILDREN.

[According to promise we copy the following from the letter of Hon. H. MANN, written to the children in the schools of Chautauque Co., N. Y., at the request of Mr. Worthy Putnam, the Superintendent of schools for that county. We earnestly hope that it will be read by Teachers to their pupils, and would wish that it might be read in every family in the State. Will not the newspapers of the State copy portions of it, at least?—Ed.]

My young friends, I wish to improve this opportunity to impress upon your minds one idea; and, as ideas are not so plenty as blackberries, when you can get one that is sound and true, you will do well to keep it and think of it a great deal. The truth which I wish you to understand is this: that every thing which the good God has made was made for some particular purpose or purposes, and not for others;—was made to be used in certain ways and at certain times, and not in other ways or at other times. When any thing is put to the use for which it was made, it does good; but if it be used for something for which it was not made, or for something contrary to that for which it was made, then it does great harm. And all this will be very plain to you, if you will think for a moment. Before God created any thing; before he made the sun, the moon, or the earth; before he caused the bright flowers to unfold from the bud, the tall oak to grow out of the acorn, or the beautiful bird to come out of the shell,—before he did any of these marvellous things, He knew exactly what would be needed; and, being all-powerful, he made just so many things as would be needed, and gave to each one of all the things he made its proper quality or fitness. You have all seen that, when a good carpenter or mason is going to build a house, he gets all the right kind of materials together, and puts each one in its proper place. If he wishes to make a fire-proof house,—that is, a house which cannot be burnt up,—he makes it of granite, and brick, and iron, and slate; he does not make it of touchwood, and cement it together with phosphorus, and stick the cornices and fireplaces full of lucifer matches, for ornament. But touchwood, and phosphorus, and lucifer matches are very good in *their place*. They are good for certain purposes, but they are not good materials of which to build a fire-proof house. So you would think a workman very foolish, if you saw him using a hammer, an adze, or an axe, made of glass; or use plates of cast-iron for window panes; or try to make a house stand on the ridge-pole. Thus, in all the works of Creation, every thing has its proper place and proper use. When used according to the original design in making it, it does great good; when used contrary to this design, it does great evil.

Some learned men have described this great truth, which I am trying to explain to you, by saying that God has given a "definite constitution" to every thing; but perhaps these are too hard words for all of you to understand. All they mean by them is, that God has fitted one thing for one purpose, and another thing for another purpose; and that, if we would prosper,—if we would not ruin our-

selves and every body else,—we must use these things as they were intended to be used.

For example, in our climate, God has made the whole vegetable world to grow in the summer, and not in the winter. Were we to plant or sow, expecting that corn, or wheat, or fruit, would grow during our winters only, we should gather no harvests, and must soon perish by starvation. God has made some fruits to ripen early, others late, so that we may enjoy them, one after another, the whole year. If all had been made to ripen at once, we should have a superabundance at one time, and a dearth at another. God has adapted the size of the fruits to the trees or plants on which they grow. If the pumpkin or the pine-apple, instead of the acorn and the chesnut, were to grow on tall trees, you know that men and cattle could not safely repose beneath branches laden with such fruit; and I suppose none of you have skulls so thick that you would be willing to stand under while the tree should be shaken.

By a beautiful provision of nature, ice is made to be a little lighter than its own bulk of water. The change takes place just the moment before it is turned from water into ice. The consequence is, the ice floats, and makes a beautiful surface for you to sport upon. Were the ice heavier than the water, by ever so small a degree, it would sink the moment it is formed; the next layer of water upon the surface would then freeze, which would also sink; and by and by, all ponds, rivers, and lakes would be frozen into a solid mass of ice, which all the heat of twenty summers would not be sufficient to thaw. Now think of this wise and wonderful provision the next time you go out to skate or slide.

Wood and coal were made to be burned, to keep your school-houses and your homes warm; and iron was made, among many other things, to be used in taking care of the fires that warm you. Suppose iron had been made so that it would burn as easily as wood,—we could not use it for fire apparatus nor for cooking utensils. Suppose, on the other hand, that wood and all other things which we use for fuel would burn no better than iron,—what then should we have to keep up our fires?

These are inanimate things, but the different races of animals were also made for particular uses, and to live in a particular way. The fishes were made to swim in the sea; the birds were made to fly in the air; and the land animals were made to live upon the solid parts of the earth, there to get their food and there to rear their young. Suppose these races should try to alter the arrangements of Providence; suppose the land birds and the fishes should make an agreement to exchange abodes, so that the vast flocks of pigeons, for instance, which you see flying over in the autumn, should leave the forests of oak, and should seek their food a thousand miles out at sea, while the fishes should come on shore, flopping their fins, and seeking a land passage to the Rocky Mountains. Or, suppose the quadrupeds,—such as the cattle, the hares, the foxes, and so forth,—should take it into their heads,—or heels,—that they could fly, and should ascend the highest rock or bluff, or,—such of them as could,

—should climb up to the tops of barns, and houses, and steeples, and fling themselves into the air, expecting to equal the birds in their flight; should you not think that such of them as had any life left after the experiment, would need a very skilful bone-setter? Thus you see that all kinds of animals must live in the element they were made for by their Creator, and do the things, and only the things, which he designs they should do.

So all of you, my dear children and friends, were made to live in a certain way and to do certain things; and there are other ways in which you cannot live, and other things which you must not do. You were made to live in the air and to breathe it. You were not made, like the fishes, to live in the water; and if, by any misfortune, you were to sink beneath its surface, or by any force, were to be kept there, you know that you would perish by drowning in a very few minutes. Neither are you so made that you can live in the fire. Many tools which you use could not be made without fire; they have passed through it: they were melted in it; that was their nature, but it is not yours; and what made them better would destroy your life. The food you daily eat is prepared by the fierce action of fire; this is necessary in order to fit it for your use; but were you to be subjected to the same heat to which that is subjected for your sake, your life would be destroyed,—if you had so many lives,—every day in the year. You are not, like the birds provided with wings, by which you can fly from tree to tree, from house to house, or from hill-top to hill-top; and were you to be so foolhardy as to ascend to the top of a tree, or house, or hill, and attempt to fly from it, you would be taken up a mangled corpse. Such things are contrary to your nature. They are not the things you were made for.

But there are many other things you were not made to do, and which I must warn you, by the terrible pains and punishments that will come in their train, never to do. You were not made to lie, or to steal, or to use profane or obscene language, or to be intemperate, or to quarrel with you schoolmates, or to be unkind to brothers or sisters, or disobedient to parents and teachers, or to scoff or mock at what is holy and good. I said you were not made to live in the fire; but it would be better that you should be flung into the hottest furnace that was ever kindled, than that you should train your tongues to falsehood, and perjury, and blasphemy. You can be happier with the flames coming up all around you and scorching your flesh to a cinder, than you can be with a remorseful conscience glowing and burning in your bosom. I said you were not made to live in the water; but you had better tie a mill-stone about your neck and plunge into the depths of the sea, a thousand miles from the nearest shore or the nearest plank, than to begin a career of cheating and defrauding, and taking property that is not your own. I said you were not made to fly through the air; but you had better climb to the top of the highest tree or steeple, and fling yourself abroad to be dashed in pieces on the rocks below, than to take the name of the great and good God in vain, and to scoff at his attri-

butes, his power and his justice. You had better ascend a volcano and leap from its crater into the boiling lava, than to go on indulging your appetite, by little and little, until you become a drunkard. You cannot do so great a harm to your bodies by plunging into fire, or water, or leaping from the precipice's edge, as you do to your souls when you break the commandments of the Lord. Your eyes were not made to covet what belongs to another; and it would be better that you should be blind, than that you should covet your neighbor's goods; for coveting is half way to stealing. It would be better that your ears should be deaf, than that you should love to hear wicked and impure language; and that you should be dumb also, rather than that your tongue should delight in uttering it. All these things, and all things like these, you were not made to do; you cannot do them without great and terrible suffering.

Having told you of some things you were not made to do, let me now tell you of some which you were made to do, just as much as the sun was made to radiate light and not darkness; just as much as the trees were made to grow upwards, and not downwards; just as much as the birds were to live in the air, and the fishes in the sea, without ever exchanging abodes.

*You were made to be industrious.* You should work. All your bones and muscles were made for work, just as much as the wheels of a clock or a watch were made to go round; and if you do not work in some way, you are as worthless as a clock made *not to go*. Industry gives health. Lazy people are not half so well as industrious ones are. Industry gives wealth. All the great fortunes that have ever been earned have been earned by industrious people, (although, I am sorry to say, they are too often possessed by lazy ones;) and it is highly proper that you should desire to earn money, if you intend to be benevolent, and mean to do good with it. Habits of industry will make you punctual at school, so that you can study and recite with the rest of the class. Why should you desire to be late, and, at this intellectual repast, sit down at the second table?

*You were made to be temperate.* The man who is always temperate enjoys a great deal more, in the long run, than one who gives way to excesses. Hence it has been well said, that the greatest epicure is the temperate man. You must be temperate, not only in drinking, but in eating; and, indeed, in regard to all pleasures. It is right that you should enjoy your food, and your drink, and your sports. But when you have had enough, stop. Learn the meaning of that important word, *enough*.

*You were made to be clean and neat in your person and in your dress, and gentlemanly and ladylike in your manners.* If you have not been bitten by a mad dog, don't be afraid of fresh water. There is enough water in the world to keep every body clean; but there is a great deal of it never finds its right place. In regard to this article there is no danger of being selfish. Take as much as you need. The people of the West boast of their great rivers,—I would rather they would boast of using a large tubful of their water every day.

Contract no such filthy and offensive habit as that of chewing or smoking tobacco. So long as a man chews or smokes, though a very Chesterfield in every thing else that pertains to his appearance, he can never be *quite* a gentleman. And, let me repeat it, you were made to be neat. While cotton cloth can be had for six cents a yard, there is no excuse for not having a pocket-handkerchief.

*You were made to be kind, and generous, and magnanimous.* If there is a boy in the school who has a club foot, don't let him know that you ever saw it. If there is a poor boy with ragged clothes, don't talk about rags when he is in hearing. If there is a lame boy, assign him some part of the game which does not require running. If there is a hungry one, give him a part of your dinner. If there is a dull one, help him get his lessons. If there is a bright one, be not envious of him; for if one boy is proud of his talents, and another is envious of them, there are two great wrongs, and no more talents than before. If a larger or stronger boy has injured you, and is sorry for it, forgive him, and request the teacher not to punish him. All the school will show by their countenances how much better it is to have a great soul than a great fist.

*You were made to learn.* Be sure you learn something every day. When you go to bed at night, if you cannot think of something new which you have learned during the day, spring up and find a book, and get an idea before you sleep. If you were to stop eating, would not your bodies pine and famish? If you stop learning, your minds will pine and famish too. You all desire that your bodies should thrive and grow, until you become as tall and large as your fathers and mothers, or other people. You would not like to stop growing where you are now,—at three feet high, or four feet, or even at five. But if you do not feed your minds as well as your bodies, they will stop growing; and one of the poorest, meanest, most despicable things I have ever seen in the world, is a little mind in a great body.

Suppose there were a museum in your neighborhood, full of all rare and splendid curiosities,—should you not like to go and see it? Would you not think it almost unkind, if you were forbidden to visit it? The creation is a museum, all full and crowded with wonders, and beauties, and glories. One door, and one only is open, by which you can enter this magnificent temple. It is the door of knowledge. The learned laborer, the learned peasant, or slave is ever made welcome at this door, while the ignorant, though kings, are shut out.

*Finally, you were made to be moral and religious.* Morality consists primarily in the performance of our duties to our fellow-men; religion in the performance of our duties to God. On the sublime and beautiful subject of morality, I have time only to touch upon one thing. That shall be *Honesty*. If all men were honest, we should need no jails nor prisons; no bolts nor locks; no high enclosures to keep out garden thieves; no criminal laws or courts. It

is a shame to all mankind that such things are necessary. It seems to me that I should pine and die of mortification, if I thought such things were made for me. I want all of you to feel that such things were not made for you. When you go by a high fence, built up to keep out orchard-robbers, say to yourselves, "That fence was never made for me. I would not touch the man's cherries, or plums, or peaches, or melons, without leave, though they hung so that the wind would blow them in my face as I passed along the road, or though I should stumble over them in my path. I could climb the man's fence easily enough; but, thank God, I have a conscience which I never yet climbed over, and never will." If you hear a neighbor locking up his house at night, say, "That lock was not made for me. So far as I am concerned, he might leave his doors and windows wide open." If you see the vaults and safes of a great bank, say, "Those iron doors and massive keys were never made on my account. The men may leave their gold and silver on the counters, with unbolted doors, if they please. It is none of mine, and I would rather lay my hand on a red-hot poker than to touch it." Do this, children, and you will feel honest, clear through you,—honest from head to foot; and be able to stand up straight, and look any man in the face, and fear no accuser, and never turn pale. You will not be like a poor, wretched, slinking thief, who cannot eat nor sleep in peace; who always thinks there is an officer at his back, and into whose ear every rustling leaf and whispering breeze cries, "Stop thief."

*You must be religious*; that is, you must be grateful to God, obey his laws, love and imitate his infinite excellences. The works of God are full of wonders and beauties. He has laid the foundations of the universe in miracles, and filled it with starry splendors. But God himself is greater than his works. If you were delighted and charmed with a curious instrument, or with a piece of exquisitely wrought machinery, would you not like to know its contriver and builder?—especially if his ingenious mind and skilful hand could form a thousand such masterpieces in a day? If you were so captivated by a book, that, after reading it through a score of times, you still would turn back its pages and commence it again with ever-renewing delight, should you not like to know the author of that book?—especially if you had learned that every word from his lips was like a fresh-glowing picture, that all the tones of his voice were enchanting music, and that every aspect of his countenance would thrill with admiration and love? Such, and more than this, and more than tongue of man or of angel can describe, is your Maker; and he who does not know him, though he may know every thing else, is ignorant of the greatest and best part of all knowledge. There is no other conceivable privation to be compared with an ignorance of our Creator. If a man be blind, he but loses the outward light. If a man be deaf, he but loses music and the sweet converse of friends. If a man be bereaved of companions, and the nearest and dearest kindred are plucked from his bosom; if he be persecuted, and imprisoned, and torn limb from limb, by the hatred

and malice of men, he is only beneath a temporary cloud, which will pass away like the vapor of the morning. But if he is "without God," he is a wanderer and a solitary in the universe, with no heaven or hope before him, when beaten upon by the storms of fate; with no home or sanctuary to flee to, though all the spirits of darkness should have made him their victim.

These things, my dear children, and such as these, you were made for. You were made for them, as the rich corn and the delicious fruits were made to grow in the fertile valleys, and may your own efforts, encouraged and aided by divine goodness, enable you to fulfill the purposes of your creation. Remember, though man sinned, Paradise was not destroyed. The sinner was driven from Eden, but Eden itself remained. It can be entered again. You can enter it and make it your own.

I am Mr. Superintendent, and dear children, very truly and faithfully your friend,

HORACE MANN.

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### SCHOOL HOUSES.

The following are some of the particulars to which attention should be given in the construction, and arrangement, of the furniture, of every school room intended for forty or fifty pupils.

The room should be at least 20 feet in width, and ought to be 24 feet wide by from 24 to 28 or 30 feet long, and from 10 to 14 feet high.

The windows should be placed on three sides only of the room, they should be considerably elevated, at least  $3\frac{1}{2}$  or 4 feet above the floor, and should be so constructed that the upper sash can be let down for the purpose of ventilation.

The floor should be level, and should be made of plank or lined, so as to reverberate as little as may be.

A seat and a suitable table or desk should be furnished for the Teacher.

Each pupil should, if possible, have a seat assigned to him, and every pupil who writes or uses a slate, ought to have both a seat and desk.

The seats and desks should be so arranged that the scholars may face the Teacher and the blackboard and look toward the end of the room where there are no windows.

The old practice of making long desks and placing them on three sides of the room, has been condemned, by all those properly acquainted with the subject, for the last ten or fifteen years.

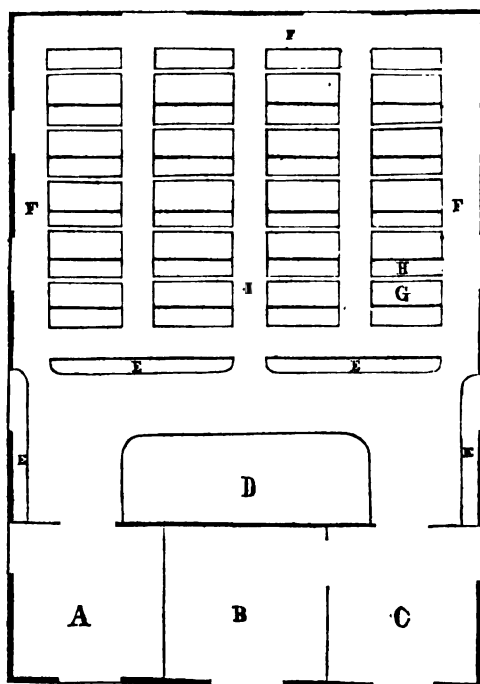
The seats and desks occupied by the pupils, while engaged in study, should be fastened firmly to the floor. Not more than two scholars should usually sit at the same desk, and the desks should be so arranged that the pupil may leave his seat without disturbing any other, and that the Teacher may pass to any scholar in the room without incommoding any other person. The seats and



desks should be of different heights according to the size of the pupils who are to occupy them. It is well to have those intended for the larger pupils, in the most remote part of the room, and to have them diminish in height as they approach the Teacher's platform.

Seats intended for very young children should not be more than 8, 9 or 10 inches high; those intended for the older pupils may vary from 13 to 16 or 17 inches in height.

Movable recitation seats with backs should be placed in front of the desks, so that the class occupying them may have their faces toward the Teacher and the blackboard, and their backs toward the rest of the school. For the purpose of mentioning some changes which may be made in the arrangement and construction of the furniture, we have inserted again the plan of a school house contained in the number for the last month.



The desks were described as four feet long by eighteen inches wide. If the school room is less than 25 feet wide, the desks may be reduced to 40 or 42 inches in length. Desks intended for children of different sizes should vary from 24 to 30 inches in height.

If thought proper, a narrow seat may be placed against the wall on three sides of the house; in case this is done, the space next the wall should be  $2\frac{1}{2}$  feet wide.

The recitation seats on the right and left of the Teacher's platform may be used to accommodate visitors, though it would be better, if it can be had, to place a settee on one side, at least, expressly for the accommodation of company.

A room constructed in this manner, can perhaps be most easily warmed by two stoves, placed one on either side, a little distance from the Teacher's stand. If only one stove is used, one of the front range of desks may be omitted and the stove placed just behind the recitation seats and pretty near the centre of the room.

### TEACHERS' INSTITUTES IN OHIO.

THE WARREN CO. TEACHERS' INSTITUTE held its second session of one week in Lebanon, commencing on the 23d of August last. The Editor of the Journal attended by invitation as Principal and was assisted in giving instruction by Mr. L. Tenney of Marietta, and Messrs. Giles and Doggett of Lebanon. Mr. Dunn, a lecturer on Geography was present also, and presented his mode of teaching that science.

Public lectures were delivered on the evenings of each day by one or more of the following gentlemen: Rev. Mr. Findlay of Lebanon, A. D. Lord of Columbus, C. C. Giles and Wm. N. Edwards of Lebanon and Jno. T. Bateman of Springboro'.

The session was attended by some 30 or 35 Teachers of the county, all of whom manifested a deep interest in the exercises of the Institute and an anxious desire to qualify themselves fully for the discharge of the duties of their employment. We have no hesitation in saying that most of those present would, under favorable circumstances, do honor to their calling, and confer lasting benefit upon all who may be placed under their care. We have seldom seen more docility, greater anxiety to improve, or more of kind and friendly feeling manifested by any class of Teachers.

The Teachers' Association in this county has already done much to awaken a more general interest in the subject of education. Will not the intelligent and wealthy citizens of the county aid them in their efforts to obtain a Teachers' Library, and thus secure to them the means of constant improvement in their profession? The Teachers of this county, in common with those in many other counties, labor under serious disadvantages; among these may be named the *want of suitable school houses*. It is painful to hear a description of the miserable accommodations afforded by the rooms occupied for this purpose, or to see the comfortless and dilapidated tenements, which though unfit for that or any other purpose, still bear the name of *school house*.

Will not the citizens of this county, (which is one of the wealthiest in the State,) give attention to the rooms in which their children are to receive instruction in the rudiments of science, to form the habits and imbibe the principles which are to govern them in future life and to decide their character here and their destiny hereafter?

THE GEauga Co. TEACHERS' INSTITUTE is to hold its fourth session during the latter part of the next month.

THE STARK AND WAYNE Co. INSTITUTE, which held its first session in March last, is to meet in Massillon, on the 12th of October next, for a session of two weeks.

THE SUMMIT Co. INSTITUTE, organized in March last, is to hold a session of two weeks commencing on the 25th of October.

THE ASHTABULA Co. INSTITUTE is expected to hold its second session in Oct. or Nov. next.

The School Examiners of Delaware and Medina, (in which counties the Commissioners made an appropriation of \$200, for the expenses of an Institute,) are making arrangements to hold a session of two or three weeks. The friends of the cause in Ashland, Columbiana, Washington and several other counties are also intending to hold Institutes during the present Autumn.

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### LITERARY RECORD.

We continue in this number our notices of Female Seminaries, Academies, &c., intending hereafter, to present some account of the Colleges of the State.

THE MARIETTA FEMALE SEMINARY closed its seventh year in July last. The next year commences on the 8th of Sept., inst. It is under the charge of Mr. L. Tenney, A. M., as Superintendent, and Mrs. M. S. Tenney, as Principal. Mr. and Mrs. Tenney devote their time to the daily duties of instruction; they are aided by four assistant Teachers. The course of study is thorough and well arranged, the pupils are divided into three classes—Junior, Middle and Senior. The Institution has also a Primary Department for young misses.

The whole number of pupils during the past year, was 140.

THE COLUMBUS FEMALE SEMINARY closed its fourth year, with a public examination, in the month of July. This Seminary is under the immediate supervision and instruction of Mr. and Mrs. E. Schenck, who are assisted by two female Teachers. The Annual Catalogue presents the names of 112 pupils. The ninth term commenced on the 1st of September.

THE PUTNAM FEMALE SEMINARY is under the charge of Miss Mary Cone, as Principal; six female assistants are employed in giving instruction. The last Catalogue contains the names of 102 pupils. The winter term will commence on the 6th of Oct. next.

THE MT. VERNON MALE ACADEMY AND VERNON FEMALE INSTITUTE is under the instruction of Mr. R. R. Sloan, as Principal, and Mrs. Sloan as Preceptress of the Institute. They are aided by assistants in each department. The Academy numbered 133, and the Institute 100 pupils during the last year. The Fall session commenced on the 30th of August last.

THE DAYTON ACADEMY is under the charge of Milo G. Williams, A. M., as Principal, with whom are associated several assistants. Its last Catalogue has the names of 106 pupils. The present session commenced on the 30th of August.

THE URBANA ACADEMY closed its first year in August last. Mr. L. G. Parker, A. B., is Principal, and is aided by several assistant Teachers. Its first Catalogue just published contains the names of 104 students. The next session commences on the 6th of September.

#### NOTICES OF BOOKS, &c.

LOOMIS' ALGEBRA, by Elias Loomis, A. M., Prof. of Mathematics in the University of the city of New York. Harper & Brothers, 1846.

ELEMENTS OF GEOMETRY AND CONIC SECTIONS, by E. Loomis, A. M. New York: Harper & Brothers, 1847.

ROBINSON'S ALGEBRA, University edition, designed for Schools, Colleges and private students. By H. N. Robinson, A. M. Cincinnati: Jacob Ernst, 1847.

PRACTICAL ARITHMETIC, uniting the *inductive* with the *synthetic* mode of teaching: by James B. Thompson, A. M. New York, M. H. Newman & Co. Cincinnati, Wm. H. Moore & Co.

MENTAL ARITHMETIC, or first lessons in numbers for children. By James B. Thompson, A. M. Auburn, J. C. Derby & Co. Cincinnati, Wm. H. Moore & Co., 1847.

ELEMENTS OF NATURAL PHILOSOPHY, twentieth edition. By Leonard D. Gale, M. D., Prof. in the New York University. Cincinnati: Wm. H. Moore & Co., 1846.

DRAPER'S CHEMISTRY, for the use of Schools and Colleges. By John Wm. Draper, M. D., Prof. in the N. York University. New York: Harper & Brothers, 1846.

ECLECTIC MORAL PHILOSOPHY, by Rev. J. R. Boyd, A. M. New York: Harper & Brothers, 1846.

OHIO CITIZEN, Summary of the Constitution and Statutes of Ohio, reduced to questions and answers. By A. F. Perry, and J. R. Swan. Columbus: J. H. Riley.

COBBS' SKRIBS OF READING BOOKS IN FIVE NUMBERS. Cincinnati: B. Davenport, Publisher, 1847.

SAUNDERS' SERIES OF SCHOOL BOOKS, comprising Spelling Book, Primary School Primer, and School Readers, numbers one, two, three and four. Cincinnati: Wm. H. Moore & Co., 1847.

LEAVITT'S READING SERIES. Part I. Primer. By Joshua Leavitt. Boston: Jno. P. Jewett & Co., 1847.

WELLS' SCHOOL GRAMMAR, Stereotype Edition. Published by Wm. H. Wardwell, Andover, Mass., M. C. Younglove, Cleveland, and Wm. H. Moore & Co., Cincinnati, O., 1847.

BULLIONS' ENGLISH GRAMMAR, and PRACTICAL LESSONS IN ENGLISH GRAMMAR and COMPOSITION. By Rev. Peter Bullions, D. D. New York: Pratt, Woodford & Co.

OLNEY'S GEOGRAPHY, revised and illustrated by a NEW AND ENLARGED ATLAS. New York: Pratt, Woodford & Co., 1847.

GOODRICH'S NATIONAL GEOGRAPHY, FOR SCHOOLS; accompanied by a GLOBE MAP on a new plan. Cincinnati: Wm. H. Moore & Co.

DRAWING COPY-BOOK: accessory to CHAPMAN'S AMERICAN DRAWING-BOOK: especially adapted to general use in Schools, as well as home instruction. No. I.—Primary & Elementary. New York: J. S. Redfield, 1847.

THE PHONETIC SPEAKER, containing the Reading Exercises in the Author's System of Elocution. By Andrew Comstock, M. D. Philadelphia. E. H. Butler & Co., 1847.

A DICTIONARY OF GREEK & ROMAN ANTIQUITIES, edited by Wm. Smith, P. D. First American Edition revised by Charles Anthon, LL. D. New York: Harper & Brothers.

TERMS.—Single copies, 50 cents; seven copies, \$3.00; twelve copies, \$5.00; twenty-five copies, \$10.00; payments to be made invariably in advance. To Teachers it will be furnished at 33 1-3 cents per copy, where three or more copies are taken.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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## THE EDUCATION OF TEACHERS IN TEACHERS' INSTITUTES.

Under the second class of exercises named in our last, the importance of a judicious classification of pupils should be clearly set forth; the advantages to be gained by instructing even those learning the alphabet, in classes, the value of illustrations on the black-board, and by means of maps, diagrams and other apparatus, and the necessity of frequent reviews of every thing which has been studied, should be urged upon the attention of all Teachers; and the plan of having all the school, (except perhaps the very youngest scholars,) divided into two or three classes for the purpose of attending to general exercises in spelling, reading, mental arithmetic, geography and other studies, cannot be too strongly recommended, nor can the old practice of hearing pupils recite individually, whenever they may have a lesson ready, be too strongly reprehended.

**Theory of Teaching.** If a proper classification of the powers of the mind has been presented in the lectures on mental philosophy, the Teacher will readily understand that it is comparatively useless to communicate instruction, unless a *desire for knowledge* exists in the mind of the pupil; that without this all the incitement to study will be nearly powerless, and that when this is once awakened, it is comparatively easy to give it a right direction, and that henceforward the acquisition of knowledge is a pleasure from which the pupil can hardly be restrained, rather than a task to which he must be urged or driven. The young Teacher will thus perceive, that to awaken this desire, when it does not exist, should be his first business, and the mode of doing this, by imparting life and interest to every exercise, by relating anecdotes, by stating and explaining important or curious facts, by performing simple experiments, and presenting intelligible illustrations of the subjects taught in their several studies, should be exemplified to the class.

In these and other ways, the Teacher may be shown that the true way of interesting pupils in any study, is to lead them to exercise their own minds, to discover truth for themselves; and that he should do nothing *for* them which they can, by a little aid, do for themselves, that he should not even answer an important question, directly, but, rather by a series of questions proposed to the pupil, lead him to a discovery of the true answer.

Teachers may thus be shown the wide difference between *teaching* and *educating*; that while the mere Teacher aims only to communicate a given amount of instruction or information, the educator endeavors to develop in proper order and proportions, the faculties of the pupil's mind, that he communicates instruction, and endeavors to incite to study and thought, rather as a means to this end, than as the only object of effort. The importance of this distinction, and, of an acquaintance with the faculties of the mind and the proper means of developing them, has, hitherto, been quite too little appreciated.

The subject of school government deserves no little attention; the requisites for its successful administration, the objects it aims to accomplish, the means of accomplishing them, the motives to which the Teacher should, or should not appeal, the influence of different classes of motives, the nature of penalties and the objects of punishment, and the natural effect or tendency of different modes of governing schools, should be fully discussed. No person should enter a school, as a Teacher, without having taken special pains to inform himself on this subject. Till this is done we can hardly expect any other result than that more than half of those who attempt to teach, will "fail in government;" and it is for those who conduct Teachers' Institutes to show that this subject needs to be studied, that the ability to govern a school is not a gift with which some are born and which no others can acquire, but an attainment which all may, by the use of proper means, make their own, at least, to some considerable, if not, to the same, extent.

II. The topics suitable to be presented in evening addresses are numerous, and must of course vary with the circumstances and the place. It should be remarked, however, that no prosing lectures on the general subject of education, from men who have given little or no attention to the subject, will be found useful to Teachers. Spirited addresses by sound, practical, common sense men, acquainted with the subject on which they speak, are always to be preferred, if they can be secured.

Among the subjects which may be presented with profit, are the following: The importance of making Teaching a profession, and of providing for the proper education of those engaged in the employment. The claims of Common Schools—their wants, and the means of elevating them to the rank they should hold—the duty of society and of government in regard to the education of all its youth—the plan of Union Schools in villages and densely populated districts—the importance of making Physiology and the science of Government studies in the common schools—the moral and religious culture and instruction of the young.

This outline of the course which may be pursued in a Teachers' Institute, has been given, not for the purpose of directing or dictating those accustomed to conduct them, but to give to those who have not attended them, and may wish to engage in conducting one in their own vicinity, some idea of the manner in which the several objects which an Institute is intended to effect, are accomplished.

## A STATE SUPERINTENDENT OF COMMON SCHOOLS.

Does Ohio need a State Superintendent of Schools? That the best interests of this State, containing nearly two millions of people, seven hundred thousand children and youth between four and twenty-one years of age, and at least five hundred thousand who should be in school the greater portion of the year, demand that the entire time and attention of one man should be given to the promotion of popular education, no one can doubt.

Whether it is policy for the Legislature to appoint a Superintendent during the coming winter, it is not ours to decide, but that the interests of education, and the true interest of the State require it, can hardly be questioned.

Our younger sister, Michigan, has long had a Superintendent. Each of the New England States has now a Superintendent or Commissioner of Schools, supported at an expense of \$800, \$1,000, or \$1,500 per annum, and the beneficial effects of the plan may be seen in the rapidity with which improved school houses are erected, and the interest in the whole subject of education is increasing in every section of New England. In building a railroad or making a canal it is always found economical to expend for *supervision*, a sum sufficient to secure the services of the best engineers and the most experienced contractors to oversee every part of the work. And does the work of educating four or five hundred thousand youth in common schools, and at an expense to the State of nearly \$300,000, require no general supervision?

It may be asked what would be the duties of such an officer? We answer, first, those now discharged by the Secretary of State as Superintendent of Schools;—to collect, from every district in the State, information in regard to the actual condition of schools, and to diffuse this, and information in regard to the progress of education in other States, as widely as possible throughout the State—to confer with subordinate officers and prepare forms for their reports, &c. Second, to traverse the State, visit schools, address teachers and citizens generally, and aid in the formation of educational societies in every county. Third, to Superintend Teachers' Institutes, to engage personally in the business of instructing these schools of Teachers.

To occupy this place, we need a person selected, not on account of any political services he has rendered a party; not a mere speculator or theorist on the subject of education; not one who knows only what were regarded as the best modes of instruction some twenty, thirty or forty years ago, but a well educated, experienced and successful practical Teacher, familiar with the business of actual instruction, and thoroughly acquainted with the best modes of teaching; one who is familiar with the present condition of the schools of our own State and with the improvements which have been made in other States; one who can sympathize with the Teachers of common schools, who knows their wants and the difficulties with which they meet, and who can secure their confidence as well as that of their employers.

From our knowledge of the arrangements in regard to schools in different parts of the State, we are confident that such a man might be employed, at least, six months in the year, in attending Teachers' Institutes, in each of which, from fifty to one hundred and fifty Teachers might be instructed. And could a competent man be thus employed for the year to come, who can doubt that his services would give such an impetus to the cause of education in Ohio, as it has never received since the office of Superintendent was abolished?

It is by such labors that Mr. Barnard of R. I., Mr. Mann of Mass., Prof. Haddock of N. H. and Mr. Mayhew of Mich., are accomplishing the great work in which they are engaged.

And should a suitable person be appointed and receive a salary of some seven or eight hundred dollars beside the payment of his expenses when engaged in the duties above named, can any one doubt that the money would be most profitably expended?

Our opinion in regard to the necessity of creating the office in question, has been frequently asked, both in conversation and by letter. Hitherto it has not been publicly expressed, but we now state it as our deliberate conviction that the interests of education require it, provided, a suitable man can be secured for the place, but if not, it would be far better that no appointment should be made.

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### THE TEACHER.

[The following judicious remarks on the nature of the Teacher's employment, are from the address of Rev. Dr. Humphrey, at the dedication of the State Normal School House at Westfield, Mass.]

We will inquire into the reasons why those who are to be teachers should be educated with special reference to the profession. Whatever a man undertakes, the importance of his knowing how to do it, rises in proportion to the magnitude of the interests involved and the difficulties to be overcome. In some cases, the first bungler that comes along may be employed, where no better man offers, because, if he fails, it is very little matter; but, in other cases, it would be madness to employ any but experienced workmen. You may let any body hoe your potato patch who is willing to undertake it; but the ship in which you intend to circumnavigate the globe must be built by first-rate workmen.

When you bring a teacher into one of your primary schools of forty or fifty children, and put him in communication with their opening and ductile minds, what is the task which he has before him?

In the first place, what is the material upon which he is to exercise his skill; which he is to mould, and fashion, and polish? If it were a coarse and vulgar substance, it might go into rough hands, and take its chance. But it is something which is infinitely more precious and ductile than the finest gold. It is the intelligent, the immortal mind, or, rather, it is half a hundred such minds, sparkling around the teacher, and all opening to his plastic touch. It is



— what shall I say? a substance of the finest mould, that can be fashioned and chiselled, like the Grecian Apollo? No! it is a spiritual essence, fresh from the skies. It is a mysterious emanation from the infinite source of being and intelligence, an immortal mind,—ever present, though always invisible, in the schoolroom,—seeing, hearing, thinking, expanding; always ready to take the slightest impression for good or for evil, and certain to be influenced every hour, one way or the other, by the teacher. What a responsibility! What a task!

Consider the kind of substance upon which the schoolmaster is either skilfully or unskilfully tracing the first lines that it receives, after the invisible cipher of the nursery, and what the sketching upon such a tablet ought to be. He might go down to the seashore, when the tide is out, and write as rudely as he pleased, and the first reflux wave would wash the surface just as smooth as the last ebb left it. He might draw his awkward diagrams upon the drifted snow-bank, and the first breath of air would whisk them away. He might write out his lessons like a wise man or a fool, and it would make no difference; the next hour would obliterate them all.

But it is not so in the school house. Every tablet there is more durable than brass. Every line that the teacher traces upon the mind of the scholar, is as it were, "graven with the point of a diamond." Rust will eat up the hardest metals; time and the elements will wear out the deepest chiselling in marble; and if the painter could dip his pencil in the rainbow, the colors would at length fade from the canvass. But the spirits, the impressible minds of that group of children, in however humble circumstances, are immortal. When they have outlived the stars, they will only have entered upon the infancy of their being. And there is reason to believe that no impression made upon them will ever be obliterated. Forgotten, during shorter or longer periods of time many things may be; but the cipher, without the erasure of a single line, in all probability remains, to be brought out by the test of a dying hour or the trial of the last day. The schoolmaster literally speaks, writes, teaches, paints, for eternity. They are immortal beings, whose minds are as clay to the seal under his hand. And who is sufficient for these things?

Just look at the case in another light. They are the children of a hundred and thirty or forty thousand families, who, as they successively become old enough, are receiving their education in the Common Schools of Massachusetts. At present they are under tutors and governors, and have no direct influence one way or the other, upon the great interests of the Commonwealth. But who are they? Go with me from school to school, from town to town, and from county to county, and let us inquire. On that little form, directly in front of the teacher, sits a distinguished and skilful physician. Just behind him you see one of the prominent members of the General Court. On another bench, behind the door, sits a professor of mathematics, biting his pencil and puzzling over the rule of three. On the other side of the room, that chubby boy is none

other than the secretary of state. In the next school we find here a governor of the Commonwealth, reading in tables of two syllables; there, from one of the poorest families in the district, an importing merchant, worth half a million of dollars; and close by his side one of the shrewdest lawyers in the county. Going on to the next schoolhouse, in the remotest corner of town, we find a selectman, a sheriff, a professor of languages, and, besides a number of enterprising and prosperous farmers and mechanics, perhaps a representative to Congress. But we must not be partial in our visits. Let us take the cars and go into another section of the State and see what we can find there. The very first boy we overtake trudging along towards the village school house, with his dinner-basket in one hand and his skates in the other, is the chief justice of the Commonwealth. We enter, and who should we find there but the president of a great railroad company; also one of the richest bankers in State street; two or three clergymen, of as many different denominations; a chemist, a town clerk, a judge of probate, and a great civil engineer. In the next school we see a United States senator at the black-board; a physician just getting out of his a-b-abs; a brigadier-general trying to make straight marks upon his paste-board slate; an honorable counsellor digging out his first sentence in parsing, and half a dozen school teachers, some in "baker," some in "a-cat-may-look-on-a-king," and some in "A-i-l, to be troubled."

But we are not through yet. In the very next school we visit,—it may be in Boston, it may be the obscurest mountain town of the interior, it may be on the sea-board, or under the shadow of Wachusett,—we find an associate judge of the Supreme Court, or an attorney-general, or a foreign ambassador, or, speaking in the past tense a president of the United States.

Thus, were we to visit all the primary schools of the Commonwealth, we should be sure to find nearly all the ministers, lawyers, physicians, judges, legislators, professors, and other teachers, merchants, manufacturers, and, in short, all the most intelligent, active, and useful men of the next generation in these schools. We cannot now point them out by name. We cannot tell who of them will be governors, and judges, and merchant princes; but in winter, or summer, or both, they are all there. They are receiving the rudiments of their education under such teachers as we provide for them, and in the period of life when the most lasting impressions are made. More, I will venture to say, is done during the first ten or twelve years, in the humble district school house, to give tone and shape to the popular mind, than in all the years that follow. Bad habits of reading, or slovenly habits of writing, or loose habits of reciting and thinking, which are contracted there, will cling to most men as long as they live; while on the contrary, the permanent advantages of a good beginning, under competent instructors, are witnessed and acknowledged by all. It has been so in Massachusetts from the beginning.

Her great men have commenced their education in the common schoolhouse. And "the thing that hath been is that which shall be,

and that which is done is that which shall be done, as one generation passeth and another cometh." In less than half a century, all the professions in our noble State will be filled, and all the offices will be held, all the business will be done, and nearly all the property will be owned, by the boys who first graduate at our our Common Schools, and whose parents are too poor to give them a better education. It will be so as long as these schools are sustained and open to all; and they will do more or less to elevate the moral and intellectual character of the people, as the teachers are thoroughly or superficially educated. Every faithful and well-qualified instructor in the humblest district school is a public benefactor. But where shall the school committees look for a sufficient number of such, till Teacher's Seminaries furnish them?

It is not so well considered as it should be, that education is both a science and an art. Though not one of the exact sciences, it rests on deep and complicated elementary principles, and calls for a more careful study of the early susceptibilities and operations of the human mind than any other science. Every child has, if I may so speak, *three* natures,—a physical, a mental, and a moral, between which there are mysterious sympathies and connections that reciprocally govern and are governed. He has organs of sense, which are the inlets of knowledge, and without which he could not learn any thing, however skilful the teacher. He would still have a mind, but it would be a prisoner, groping hopelessly in a dungeon. He has perception, reason, memory, and imagination. He can learn and apply rules, understand propositions, and in simple examples see the connection between premises and conclusions. He can be stimulated and swayed by motives, and is peculiarly alive to their influence. He is susceptible of a great variety of opposite emotions,—of hope and fear; of joy and sorrow; of love and hatred. But I need not enumerate. Every child in the primary school has a moral as well as a rational nature,—has a *conscience*. He can discern between good and evil. He knows the difference between right and wrong; between truth and falsehood. In short, he has within him all the elements of high responsibility; all the noble faculties of an accountable and immortal being. But these faculties are yet to be unfolded, to be cultivated, to be *educated*. The understanding needs it. The memory needs it. The imagination needs it. The conscience and the heart need it.

This is what I mean by education as an *art*; and the art here, as in most other cases, is founded upon the science. It is seizing upon the elements and reducing them to order,—it is arranging and applying fundamental principles. It is moulding the mind and stimulating it to high and noble aims. It is drawing out its powers, teaching it its own strength, and making it work, as the incumbent atmosphere does the steam engine. In fine, it is the art of educating the whole man, of symmetrically cultivating all the powers and faculties of the pupil's mind, and training him up to the love and practice of all the virtues. In this view, education holds a high, if not the highest rank among the liberal and useful arts. But it is

no more intuitive than any of them. The art of educating, as well as every other art, must be studied, must be learned. Though it be not essential that every schoolmaster should be a profound intellectual and moral philosopher, it is necessary that he should understand what the motive power in the child's mind is, and how to reach it.

It would be mere commonplace to add that no one can teach what he does not understand himself. He may try; and when he gets fairly swamped, he may look as wise as an owl upon a hollow tree. He may blunder along over the recitation like a bewildered militiaman in an enemy's country, and bless himself that he has got through some how or other; but this is not *teaching*. It is mumbling and hesitating; and, in the last resort, knocking a difficulty on the head as an impudent intruder, or shying round it as if it lay coiled and hissing in his path, like a serpent. It seems to be strangely overlooked, in many quarters, even to this day, that a competent education for teaching embraces a great deal more than a general and superficial knowledge of spelling, reading, writing, arithmetic, grammar, and geography. But really it is time for every body to understand the difference between smattering in school, six hours a day, and teaching thoroughly, accurately, in all the studies. Every branch should, if possible, be as familiar to the instructor, as the first lessons in the child's reader. If it is not at his tongue's end, he labors under very great embarrassment. He has no time to study out the lessons as he goes along. He needs to be as sure and prompt as a percussion lock. He *must* be, in order to do full justice to his school.

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From the Practical Educator.

### DOMESTIC EDUCATION OF FEMALES.

BY REV. H. WINSLOW.

The greatest danger to females at the present time is the neglect of domestic education. Not only themselves, but husbands, families, the community at large, does this danger impend. By far the greatest amount of happiness in civilized life is found in the domestic relations, and most of this depends on the domestic culture and habits of the wife and mother. Let her be intellectually educated as highly as possible, let her moral and social nature receive the highest graces of vigor and refinement, but along with these let the domestic virtues find ample place.

We cannot say much to our daughters about their being hereafter wives and mothers, but we ought to *think* much of it, and to give the thought prominence in all our plans for their education. Good wives they cannot be, at least for men of intelligence, without mental culture; good mothers they certainly cannot be, without it;—and more than this, they cannot be such wives as all men need, unless they are good housekeepers; and they cannot be good housekeepers, without a thorough and practical teaching to that end. Our daughters should be all *practically taught*, to bake, wash, sweep, cook, set table, make up beds, sew, knit, darn stockings, take care

of children, nurse, and do every thing pertaining to the order, neatness and economy and happiness of the household. All this they can learn as well as not, and better than not. It need not interfere in the least with their intellectual education, nor with the highest style of refinement. On the contrary, it shall greatly contribute thereto. Or let that time, or even a portion of it, which is worse than wasted in idleness, sauntering, gossip, frivolous reading, and the various modern female dissipations which kill time and health, be devoted to domestic duties, and the domestic education, our daughters would soon be all that can be desired. A benign, regenerating influence would go through all the families of the land. Health and joy would sparkle in many a now lusterless eye, the bloom would return to grace many a faded cheek, and doctor's bills would fast give place to bills of wholesome fare.

But it is said, Why teach our daughters these domestic services, when they are not to practice them? We reply, in the first place, how do we know they will not need to practice them? All cannot be rich;—and how do we know our daughters will be the favored ones, whom fortune will exempt from all domestic occupations? How many thousands of husbands and families in our land are at this moment suffering their keenest misfortune, in the fact that the wife and mother was never taught the art of aiding her husband. How many in the middle walks, might soon realize competence and wealth, if the wife knew how to make the most of her means. It is within limits to say, that at least seven-eighths of the wives and mothers of our land absolutely ought and need to put their hands to the various domestic services;—nor can they withhold, without wronging their families and violating their most solemn vows. Shall they then, in the days of their daughterhood, be trained to these duties, so they may sit as easily and pleasantly upon them in all future life, or shall early neglect make them only sources of mortification and dread?

But, in the second place, the wives and mothers of even the wealthiest are not entirely exempt from domestic cares. They must have an oversight, a care, a responsibility; they must be the heads and guides of their households. Otherwise, adieu to domestic order, peace, comfort. You cannot be in a family a single day, without learning by all around you whether the wife is the well-trained and accomplished mistress of her household, or only a troublesome boarder. Alas! for the family where she is only the latter,—though its furniture eclipse even oriental magnificence, and its riches be heaped to the moon. Now, who is best qualified to supervise a household? She who has been thoroughly trained to all the duties of the household, or she who knows practically nothing about them? Who can best direct the servant to make bread, roast meat, wash dishes, set the table, clean the house, arrange all things with neatness and order?—She who has had a practical training in these matters, and knows how they should be done, and in how much time. Is not he the best master of a ship, a store, a factory, a farming interest, who has been through a pre-

vious thorough course of practical pupilage? Would you think a man fit to have charge of a store or a machine shop, until he had gone through a course of apprenticeship? No more is any woman fit to have charge of a household, till she has been through a thorough course of practical household training. Without this she cannot properly direct her servants. She is at their mercy. They may impose upon her every hour of her life. If they do well, she does not know it; and, finding their fidelity unappreciated, they soon cease to do well. If they do badly she does not know it; and, finding that they can take advantage with impunity, they soon learn to do evil. At length things come to such a pass that a change of servants is demanded. The same causes soon call for a second change, a third, a fourth, and so it goes. If many families are afflicted with the same ignorance and inefficiency, in their mistress, they must endure the mortification and discomfort of a perpetual interchange of spoiled servants.

There is a very questionable remedy for this, to which some of the richer families resort. It is the practice of giving a *bribe* or *premium* to their servants. They will give exorbitant wages, with a view to presenting strong motives to do well and to securing the best servants. This is unkind to all the less wealthy, as it renders their servants discontented, and often puts it out of their power to procure them on any reasonable terms. It also spoils the servants thus bribed—for they are soon inflated with high notions of themselves, become imprudent and lazy, and must then needs be dismissed. They are then thoroughly spoiled for *any* place. It is certainly right to encourage fidelity by making suitable returns for excellent service, but the practice of overbidding a less wealthy neighbor in the article of a servant, as a substitute for the deficiencies of the mistress, is about the meanest and unkindest thing I know of.

In conclusion, I can see no better way for our daughters than to take hold and learn all the services of the household. Let them remain practically ignorant of none. Let them become so fully acquainted with them, that they will *love* to do them. And let them not only learn them, but, to all useful extents, let them *practice* them, through all the days of their daughterhood, wifehood, motherhood. And their reward shall be, better and happier husbands, better and happier children, better and happier friends, and, for themselves, better consciences and longer and more blissful lives.

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### SCHOOL EXAMINERS.

We have already called attention to the responsibilities of this class of officers and expressed the opinion that they may do more than any others to elevate the standard of the attainments and improve the character of Teachers. It is gratifying to find that the practice of holding public examinations is becoming more common. We notice that the Examiners in Medina, Trumbull, Columbiana, and several other counties, give public notice of their regular meetings, and that many of the Boards intimate that they do not intend

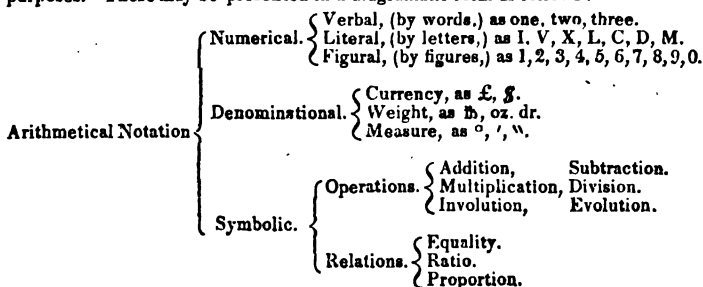
to examine candidates privately at all. This practice has prevailed in Hamilton, Genuga and Lake counties, (and perhaps in many others,) for some time past.

No well qualified Teacher will shrink from the ordeal of a public examination. While, therefore, this practice has a tendency to lead all who intend to teach, either to prepare themselves thoroughly for the employment or to avoid an examination, it affords to those who are really competent, an opportunity to become known and appreciated, and thus to secure for their services, such compensation as they deserve, without the liability to be underbidden by those who have taken no pains to prepare themselves for teaching.

### ARITHMETIC.—NO. II.

NOTATION is the representation of numbers by letters or characters.\* Three different systems of numerical notation are in use; the *verbal*, in which numbers are expressed by words; as, one, two, three; the *literal* or Roman, in which the seven capital letters, I, V, X, L, C, D, M are used; and the *figural*, or Arabic method, in which nine digits and the cipher are employed. The verbal notation needs no explanation. In the Roman system, each of the letters, as now used, when standing alone, always represents the same number; if one of the same or of less value is placed at the *right* of another, its value is added to it and the expression is equal to their sum; as, XX, VI; if one of less value is placed at the *left* of another, its value is subtracted from that, and the value of the expression is their difference; as IV, IX. In this system it will be observed that the letters increase in value, regularly, (though not uniformly,) from the first; the second being five times the first, the third, twice the second, the fourth, five times the third, the fifth, twice the fourth, &c. Hence the first, third, fifth and seventh may be repeated, but no occasion occurs for using the second, fourth or sixth, twice in the same expression, and no letter is repeated more than three times in the same expression. A letter may be used three times at the right of one of greater value, twice with one of the same, and once at the left of one of greater value.

\* The term *notation* signifies a mode of representing by characters. There are, in fact, three different systems of notation employed in arithmetic, for entirely different purposes. These may be presented in a diagrammatic form as follows:



The Arabic notation is employed in performing all arithmetical operations. In this system the significant figures have *two* values, a simple and a local. The simple value of a figure is the number it denotes when standing in unit's place; the local, a value it acquires by being removed from the place of units in accordance with the following law: Each removal of a figure one place to the *left*, *increases*, and one place to the *right*, decreases its value in a tenfold ratio.\*

NUMERATION is assigning to figures names significant of their local values. Two different systems have been used, the English and the French; the French is the most convenient and is now in general use. In this system three orders of units are recognized, called units, tens and hundreds. For convenience in reading large numbers, they are divided into periods of three figures each. The names of the first fifteen periods are, 1, Units, 2, Thousands, 3, Millions, 4, Billions, 5, Trillions, 6, Quatrillions, 7, Quintillions, 8, Sextillions, 9, Septillions, 10, Octillions, 11, Nonillions, 12, Decillions, 13, Undecillions, 14, Duodecillions, 15, Tredecillions.

It is highly important that pupils should be made familiar both with the names and the number of the periods, that after dividing a number into periods, they may commence reading it at once, from left to right, without the tedious process of naming all the orders of units in each period. After the ability to read integral numbers readily has been acquired, it will be easy to introduce the numeration of decimals, by showing that as the first figure on the left of units is tens, the first on the right is tenths; the second on the left hundreds, and on the right, hundredths, &c.

In most schools, far too little attention is given to numeration and to the notation, or writing of figures.

Arithmetic may now be defined that branch of mathematics in which the quantities considered are generally represented by figures, and the operations to be performed upon them and the relations they sustain to each other, are indicated by signs.

An operation is a process performed for the purpose of obtaining a required result.

The fundamental operations in arithmetic are two, augmentation and diminution.

There are three methods of augmenting a number, viz: by addition, multiplication and involution.

Addition is putting together two or more numbers of the same kind, to find their sum.

Multiplication is a short way of performing several additions of the same number, or a method of repeating one number as many times as there are units in another.

Involution is the multiplication of a number by itself, one or more times.

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\*Ratio is the relation of numbers. It is of two kinds, called arithmetical, and geometrical. Arithmetical ratio is the difference between two numbers of the same kind. Geometrical ratio is the quotient of the second of two numbers, of the same kind, divided by the first.



There are three modes of diminishing numbers, viz: by subtraction, division and evolution.

Subtraction is taking a less number from a greater to find their difference.

Division is a short way of performing several subtractions of the same number, or a method of finding how many times one number is contained in another.

Evolution is the process of separating a number into two or more equal factors, or of finding a number which multiplied by itself one or more times will produce the given number.

A RULE is a description of the method of performing an operation. It is not necessary here to repeat the rules for the several operations named above.

The following order of recitation will be found convenient in reviewing the "*ground rules*." 1. The definition of the "rule." 2. The names of the numbers given and of the required result. 3. The Rule. 4. The mode of proof. 5. The sign. In multiplication and division it is well to name, 6. Contractions and variations.

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### ARITHMETICAL QUESTIONS.

The following question has been published in several papers; we copy it for the benefit of those Teachers who may not have seen it. Teachers will do well to call the attention of their pupils, frequently, to the investigation of questions like this, involving some curious fact, or important principle in the science of numbers.

QUESTION.—"A gentleman, deceased, directed by his will that his eldest child should have £100 and one-eighth of what remained of his property: the second, £200 and one eighth of what then remained; the third, £300 and one-eighth of what then remained: and so on to the end, each having a legacy of £100 more than the preceding one. Now, on dividing the property, it was found that each received the same. How many children did the gentleman leave? What was his fortune, and how much did each receive?"

The teacher, who understands the fact in the relations of numbers which is developed in this example, should give to his pupils several other examples based on the same relation. We add a specimen.

A lad divided, among his companions, a basket of peaches, thus; he gave to one, one peach plus one-twelfth of what remained; to another, two plus one-twelfth of what then remained; to a third, three plus one-twelfth, &c. After the division it was found each had received the same number. How many companions had he? How many peaches did each receive? and how many did the basket contain?

### OHIO LUNATIC ASYLUM.

The chapel recently erected for the accommodation of the inmates of this Institution was dedicated on the 16th ult. The services, in the form common on such occasions, were conducted by several of the different clergymen of the city. Some one hundred and fifty, or more, of the inmates were present, many of whom took part in the singing, and nearly all sat in silence during the exercises, and after the close passed out quietly, under the direction of their attendants, to their respective apartments.

This noble State Institution, like the two already noticed in the Journal, is fulfilling the object for which it was founded. From the Eighth Annual Report, it appears that up to the 15th of Nov. last, 866 patients had been admitted, of whom 358 had been discharged as recovered, and only 92 had died. At that time there were in the Institution 291, since that 152 have been admitted, and 112 (of whom 60 had been restored to reason,) had been discharged; leaving in the Asylum at the present time 333 patients.

The importance of sending to the Asylum, at the earliest moment, those afflicted with any form or grade of insanity, cannot be pressed too strongly upon the attention of all interested. No stronger argument, however, is needed or can be urged, than the fact stated in the Report for the last year, that while of recent cases *nineteen-twentieths* were cured, of those of long standing, only about one in twenty were recovered.

### THE SIDEREAL MESSENGER.

By the politeness of its Editor we have received a bound copy of the first volume of the *SIDEREAL MESSENGER*, a journal devoted to astronomical science, edited by Prof. O. M. Mitchel, Director of the Cincinnati Observatory, and published monthly, in Cincinnati, by Derby, Bradley & Co., at \$3.00 per annum.

It is, perhaps, not known to many of our readers, and, (as the expensiveness of the Messenger prevents its publishers from exchanging with newspapers,) it may not be known to many lovers of science in the State, that such a Journal is published. The Messenger, besides containing the earliest intelligence of all new discoveries in astronomy made either in our own, or in foreign countries, is most splendidly illustrated by engravings representing the views of bodies belonging to our solar system and to the sidereal heavens, given by the great Telescope belonging to the Observatory. The views of these objects contained in our books on this science, were most of them taken twenty, thirty or fifty years since, but those found in this work, having been taken within the last few months, comparatively, and being frequently accompanied with the date of their observation, have all the charm of novelty and awaken much of the interest which would accompany a view of the objects themselves. This Journal is the only one of the kind published on this side of the Atlantic, and it is worthy of a liberal patronage from all the friends of science in the Union; no College or Academy should be without it. The first volume commenced in July, 1846, and the second in August, 1847.

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SIGNS OF PROGRESS.

One of the most favorable indications in regard to the cause of education in our State at the present time, is the fact that the larger towns are turning attention to the subject, and establishing good Public Schools.

Cincinnati has long been noted for its schools, and the schools of Zanesville, Cleveland, Portsmouth, Sandusky City, Delaware and some other places, have been thoroughly organized for some time. In several of the larger villages, especially in the northern part of the State, large and commodious school houses have been erected, as in Painesville, Jefferson, Burton, &c. During the past winter a law was past authorizing a new organization of the schools in Akron and Dayton, and the schools of Akron, consisting of seven Primary schools and one Central, or High School, in which are three departments, are now in successful operation under the supervision of Mr. M. D. Leggett, an experienced practical Teacher. In May last, the citizens of Massillon voted to consolidate the four districts into which the village had been divided, and to raise a tax of \$7,000 for building a Union School House; this is now in process of erection. Still more recently we notice that the people of Lebanon have, by a vote of nearly twenty to one, decided to levy a tax for building a Union School House.

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In Prussia every parent is obliged by law to send his children regularly to school, or otherwise, to provide for them ample means of instruction.

In Iceland, if a minor commits a crime, the parents are immediately arrested, and unless they can prove to the satisfaction of the magistrate that they have afforded to the child all needed opportunities for instruction, the penalty of the crime is inflicted upon them, and the child is placed under proper instruction.

In the town of Wiscasset, Me., the select men, (or council,) have ordered the arrest of all boys who may be loitering round the streets during school hours, saying that they must either attend school, or devote their time with diligence to some useful employment.

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## TEACHERS' INSTITUTES IN OHIO.

**LAKE CO. TEACHERS' INSTITUTE.** The Teachers' Association in Western Reserve Teachers' Seminary, is to hold an Institute for one week, commencing on the 5th of October.

**THE STARK & WAYNE CO. INSTITUTE** is to commence on the 19th instead of the 12th inst. as stated in our last.

**THE SUMMIT CO. INSTITUTE** is to commence on the 25th inst. and continue two weeks.

**THE MEDINA CO. INSTITUTE** is to hold its first session of one week, commencing on the 8th of Nov. next.

## ACKNOWLEDGEMENTS.

We are under many obligations to the conductors of the press in Ohio, (most of whom have noticed the Journal and commended it to their readers,) and especially to those who beside noticing it have sent us their papers, either occasionally, or regularly.

Our sincere thanks are also due to many individuals who have exerted themselves in behalf of the Journal. Among these are H. F. Merry, Esq., of Sandusky City; Mr. A. A. Smith of Austinburg; C. Bradburn, Esq., of Cleveland; F. Hollenbeck, Esq., of Perrysburg; P. D. Putnam of Mt. Sterling; C. S. Martindale of Strongsville; Jesse Marklan of West Point; A. H. Bailey of Jefferson; Rev. S. D. Taylor of Bath; M. D. Leggett of Akron; W. H. Wells, M. A., of Andover, Mass.; H. F. Wilcox, Esq., of Newark, N. J., and Rev. R. Morris of Mt. Sylvan, Miss., and to many others who have done good service in our behalf.

But while we acknowledge ourselves already deeply indebted to our friends, we are compelled to ask further aid at their hands. The Journal is still involved, and its receipts for the present year have not met the expenditure for paper and printing. A trifling effort on the part of those interested in education throughout the State, would free it from embarrassment. The sum of only five dollars from every county would accomplish this, and do much toward encouraging its continuance the coming year. Any person who will forward two dollars or more free of postage, shall receive it at the rate of 33½ cents per copy.

## NOTICES OF BOOKS, &amp;c.

**MANUAL, ANALYTICAL AND SYNTHETICAL OF ORTHOGRAPHY AND DEFINITION.** By James N. McElligott. Cincinnati: Wm. H. Moore & Co. New York: M. H. Newman & Co.

**THE YOUNG ANALYZER;** an outline of the course of instruction presented in the "ANALYTICAL MANUAL." By James N. McElligott. Cincinnati: Wm. H. Moore & Co. New York: M. H. Newman & Co.

**ELEMENTS OF GEOLOGY FOR POPULAR USE:** By Charles A. Lee, M. D. New York: Harper & Brothers.

**PARLEY'S NEW GEOGRAPHY FOR BEGINNERS.** New York: Huntington and Savage.

**A PRACTICAL INTRODUCTION TO THE STUDY OF GEOGRAPHY.** By J. Olney, A. M. New York: Pratt, Woodford & Co., 1847.

**THE SONG BOOK OF THE SCHOOL ROOM.** By L. Mason & G. J. Webb.

**THE PRIMARY SCHOOL SONG BOOK.** By Messrs. Mason & Webb. Boston: Wilkins, Carter & Co., 1847.

**THE YOUNG CHOIR; or SCHOOL SINGING BOOK.** By Bradbury & Sanders.

**THE SCHOOL SINGER; or Young Choir's Companion.** By Messrs. Bradbury & Sanders.

**THE YOUNG MELODIST;** a collection of social, moral and patriotic songs for schools and academies. By Wm. B. Bradbury.

**FLORA'S FESTIVAL:** a musical recreation for schools. By Wm. B. Bradbury. New York: Published by M. H. Newman & Co.

**THE SCHOOL AND FAMILY DICTIONARY AND ILLUSTRATIVE DEFINER.** By T. H. Gallaudet and Horace Hooker. N. York: Pratt, Woodford & Co.

**THE CHILD'S BOOK IN GREEK,** a series of elementary exercises in the Greek language. By Prof. A. C. Kendrick. Hamilton, N. Y.: Published by S. C. Riggs. New York: M. H. Newman & Co.

**ANSWER TO MARCIUS WILSON'S REPLY:** or second appeal to the Public. By Emma Willard. New York: A. S. Barnes & Co., 1847.

**COBB'S NEW SPELLING BOOK** in six parts. Cincinnati: B. Davenport, Publisher, 1847.

**McGUFFEY'S NEWLY REVISED ECLECTIC SPELLING BOOK,** stereotype edition. W. B. Smith & Co., Publishers, Cincinnati, 1847.

**THE TEACHERS' ADVOCATE & JOURNAL OF EDUCATION.** The first No. of the third volume of this excellent paper comes to us in a new dress. It is published bi-monthly, at \$1.00 per annum. Joseph McKeen & James N. McElligott, Editors and Publishers, N. Y. City.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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## WINTER SCHOOLS.

The following article contains so much that is valuable and appropriate to be addressed to the Directors of Schools in our own State, that we copy it instead of writing anything on the subject. To the suggestions in regard to the school house, we would add, let its walls, and especially the ceiling, be whitewashed, not merely for the purpose of removing any unseemly inscriptions which may have been left by the previous tenants of the house, but to render the room more wholesome and give it a more cheerful appearance, and especially to make the dark corners of the room light, and enable pupils to study with ease in the dark and cloudy days so frequent in winter.

From the Vermont School Journal.

### SHALL WE HAVE A GOOD SCHOOL THE COMING WINTER?

An *important question* this, surely; one to which no one can be indifferent, who understands in any measure how much is depending upon it. The parent who has the good of his child at heart will certainly feel a lively interest in it. And so must every one who cares to see "internal improvements" promoted—*internal* I mean in the strictest sense, improvement of the *mind* and *heart*. Every one will feel interested in it who cares to see around him a virtuous, intelligent, well regulated and thriving community.

Who has not had occasion to notice the difference, the wide difference between a good school and a bad one? And not merely that difference which strikes even a superficial observer so palpably on entering a school room, but that which is seen in *results*, which can be plainly traced long after the schools have closed and the teachers left. Could the connection between cause and effect be always seen, how many of the miserable habits in community would be traced to the school room for their origin! Habits pertaining to mind, as well as manners and morals. How much of that *mistiness* in which some minds are always enveloped, which have all the elements of clearness and vigor; how much vague and superficial thinking, misconception of truth and wrong application of principles which occasion so much mischief.

But we have not time, nor is it our object now to speak of the ma-

ny evils which result from the bad teaching or bad management of a school; no one need go far to see these in actual existence. But having hinted at the *immeasurable advantage* of a good school over a bad or in different one, we return to the inquiry with which we started: Shall we have a good school the coming winter? Most certainly, if we can secure one, every parent and committee man, and child too, is ready to reply. But this is one of those good things which does not come to us in the natural course of events, and without the use of any means adapted to secure it. Allow me to suggest a few things which should be done by those who would secure an object so *very desirable* as a good school.

1. In the first place look to the *school house*. See that it is made light and warm. Have it "banked up" if, like too many old houses, it need it. See that the doors are repaired, hung on hinges and furnished with latches. Let the broken glass be replaced, and the shutters made fast. See that the *stove* is in order, furnished with shovel and tongs, and a supply of dry wood in the wood house. Let the rickety desks be made firm to avoid noise; and "last, not least," let the house be made *neat and clean*, and so give a hint to the teacher and scholars to keep it so, and don't forget the pail, and cup, and broom. Let the committee do all this, and charge it to the district, and the district will not grudge to pay him.

2. Having done this, look out for a GOOD TEACHER. And *first of all*, ask the applicant to *show his certificate*. Look at it *yourself*, and see whether it is *full*; or whether on account of his incompetency to teach some branch named in the statute, that branch is omitted in his certificate. Do not employ one who has not been examined,—and for several reasons. 1. The fact that he has not, is presumptive evidence against him. 2. Because, although you may be satisfied that the individual in question is competent, it will be encouraging a class who will apply for schools while they are *entirely incompetent*. And 3. It is disparaging a good provision of law.

To aid you in determining the qualifications of applicants, individuals are appointed by law, to examine and license. It is made their duty, first of all, to require "evidence of good moral character;" and then personally and carefully to examine into their attainments, and so far as can be done, into their ability to *teach* and manage a school. And that they may not relax, when the ordeal has once been passed, forget what they once knew, or fail to advance with the advancing requirements of our schools, this examination must be repeated *every year*. And good teachers, those who are conscious they are qualified, have no *objection*, nay they *wish*, to be examined. Do not then, incur the greater risk of getting a poor teacher, and encourage lawlessness, by employing one who has not submitted to an examination.

In the next place, make it an object to secure one who has had *experience*. In nothing is it more true that we *learn by experience*, than in teaching. Say not, as is sometimes said, "he will try harder in his first school;"—why not say the physician will try harder to save his first patient, and so in sickness choose the one who has

had no experience? The teacher *can* certainly, and certainly ought, to improve by his past experience; he can avoid past errors, understand better the material on which he is to operate, gain a facility in communicating and illustrating, and a tact in managing, which can be acquired only by actual experience; and he who does not "try his best" whether in the *first*, *second* or *twentieth* school, should take a discharge and retire.

And in the next place, do not lose the opportunity to secure a good teacher, simply because he demands one dollar, or *five dollars* more wages. The actual *worth* of a good teacher, over and above that of a poor one, cannot be told in dollars. Do not mind a little extra trouble or expense: *get a good one*, and you will find your reward 'after many days,' if no sooner. If you cannot raise money enough in your district to employ a *first rate* male teacher, you can surely to employ a *first rate* female teacher. Then do it. There are *many* such to be had; many whose schools would compare favorably, in every desirable quality, with the best in the land. Instead, then, of hiring a cheap, inexperienced master, hire an experienced, and approved mistress.

R. C.

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For the Ohio School Journal.

MR. A. D. LOEB:—I have so often been asked for an opinion upon the subject of "Northern Teachers coming South," that I have concluded it would be best for all concerned, to occupy a few pages of your excellent Journal with some articles upon that subject. I know that you, as well as myself, have been interested in having this matter clearly understood, and as I hardly ever find *honest, studious* Teachers differ much, I believe my views, in the main, will suit you. If not, please take them for what they are worth, and as an independent editor should, exercise your judgment as to their publication.

I am sincerely yours.

R. MORRIS.

Mount Sylvan Academy, Miss., Oct., 1847.

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## MISSISSIPPI SCHOOLS.—ESSAY FIRST.

BY REV. R. MORRIS.

### *Discipline and Prices.*

The two subjects which I have joined together as a title to this Essay, are, perhaps, as important as any that could be selected for the first article.

For, to know *what kind* of a School he will get, and the *remuneration* for his labors, comprise two essential points of inquiry, to most Teachers, in any country. Especially will they appear so to those who are about giving up old companionship and well proved plans to visit the South.

The character of our Schools as to discipline, may be as nearly expressed by a cipher, as any other symbol that could be employed.

After visiting many for the express purpose, I could never learn that any uniformity in system or government prevails, or that the instructors have any settled plan for either. As there are no books for Teachers in circulation through our State, and no School Newspaper, and as such a thing as a Normal School is only the birth of 1846, it would be difficult to imagine whence any ideas of system could have been gained. But the fact is there are *none*, every one does what seemeth good in his own eyes, and to his own patrons he standeth or falleth. Schools here usually open in the morning *after early breakfast*, that is, if the cook be an early riser the Teacher may get there to-day by sunrise, to-morrow an hour or two later, and the students emulate his example, so, as the cooks are not agreed on any plan in their department, there is a regular indropping for the first two or three hours in the morning. But few if any Schools have regular recesses except at noons, but students ask and obtain permission to go out when they desire it, or in some remarkably republican institutions, they obtain it by desiring without any asking. Those who are so far advanced as to use the slate (and it takes several years schooling here to arrive at that dignity) are permitted to perform their ciphering out doors upon a long bench behind the house, or at the root of a shady tree. Of course, said bench and root are often scenes of idleness, disorder and mischief. The confusion sometimes mounts to such a pitch of noise that the Schoolmaster would hear it if it were not that his School is an *open one*. An *open one* means one in which all *open* at once upon their lessons, or in plain English, all *study aloud*. This makes such an absorbing racket that like Aaron's rod it swallows all the rest.

The variety in School books and the fancy of Schoolmasters prevent much attention to classifying; in fact, in the majority of Schools each scholar recites separately. Part of Friday evening and all of Saturday are given for holidays, the amount of 110 days being counted for a session. For this, Teachers must labor about 8 hours per day on the average of the year, but in summer much more. The noon recesses are regulated as in all countries, I believe, viz: one hour in winter and two in summer. As in summer our climate is too hot for active games, scholars spend it much in sleeping, being thereunto moved by the Teacher's example. Teachers rarely if ever board around the settlement as in Northern States. There seems to be a remarkable prejudice against this both with Teachers and patrons. Instead of feeding and lodging him they prefer to pay him more for tuition that he may pay his own board. This in North Miss. is worth from \$6 to \$8 per month with washing and lights, and for this sum he is usually well lodged, and in the most respectable families. Indeed, there is quite a willingness on the part of every patron to lodge the Schoolmaster, and it is his own fault if, with such a choice before him, he does not select



well. In such a *democratic* country (I use the word in its broad sense) it might be expected that the Teacher, if his knowledge of science did not raise him *above* his neighbors, would at least give him their level, and so it does, for if his character be good he need not look up to any one or expect that any will degrade him.

The prices of tuition vary from several circumstances. In parts of the State where Cotton is raised they are always considerably higher and more easily collected. In large settlements they are lower per head than in small, but in towns usually highest of all. Our towns, however, do not in general contain that class of people whose patronage would be profitable, nor would I ever advise a Northern Teacher to settle in one. There are no instances in the State that I am aware of, where salaries are paid. Occasionally, in a thin settlement, a few men will combine and insure the *School bills* to reach a certain amount but there the obligation ceases. So much habituated have our citizens become to paying tuition bills by the month, that it could not at present be changed. The rates for first class settlements since 1840, are, for minor branches, including Arithmetic, \$2 per month; Grammar, Chemistry, &c., \$2.50; the Languages and Algebra, \$3. The majority of country schools are at \$1.50 for lowest branches, and that is the cheapest of which I have heard.

The manner of making up a School is by a subscription paper, whereon patrons register their names and the number of pupils they engage. A neighborhood that can send 40 scholars will engage about 20, so as to allow room for enlarging their patronage if they fancy their Teacher. But few Schools exceed 30 for average attendance, the great majority not so much as 20, and many much smaller. An Ohio School of 60 pupils would excite great doubt here as to any man's capability of managing it.

In my next I will take up the subject of Health and Society.

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## SCHOOL COMMITTEES AND JUSTICES OF THE PEACE.

Compare the office and the duty of a school-committee man, with the highly esteemed office of a justice of the peace. Here are two classes of legal officers, each intrusted with the administration of a portion of the public sovereignty. But here the analogy ends. The grand aim of the school-committee man is, to educate the rising generation,—his own children, and the children of his neighbors and townsmen—in a fitting and proper manner;—to educate them as though they were men, and not animals; beings who were incapable of remaining stationary—necessitated to rise or fall—who have started upon a career, and who must run that career—who must advance in some direction, either towards honor or infamy. These children are now ignorant, but they cannot remain so. It is the compulsion of their natures, and of the institutions under which they were born, that they must learn something; and

if they do not acquire a knowledge of good, they will of evil.—Company after company of these children are daily coming upon the stage of life. They are becoming parts and members of a system, where true knowledge is indispensable to happiness, and in which erroneous notions and convictions will inflict dreadful privations and calamities. The moral, like the natural world, is full of irresistible movements and tendencies, and if one understands them and acts in accordance with them, they are his co-workers, they will carry forward and perfect all the plans which his wisdom may devise; but they overwhelm whomsoever is ignorant of them, or acts in contrariety to them. The children, too, are daily forming characters and habits. These are to fix their internal state of mind, and their social position in after life. By these, they are to be contented, happy, respectable, useful, honorable, nobly great and good: or depraved, grovelling, infamous in life, ignominious in death. The habits they are now forming, are accelerating velocities towards the gulf of ruin or the summits of blessedness. The duties of the school-committee men point not only to the welfare of the rising generation, but to that of their descendants, and so onward, through indefinite periods;—to the welfare and prosperity of their country, and to the influences of that country upon other countries and other times. Their influence has no limits. Earth and time present no bounds. It enlarges outward and onward into immensity and infinity. The human imagination cannot compass it. And the duties of this officer are connected, not remotely and cautiously, but immediately and directly, with this universe of interests.

Now, we have no disposition to disparage the rank, or slur the honor, of those who hold commissions, as justices of the peace. Let them have the credit of it. With some exceptions, the office is conferred upon men of more than ordinary intelligence and respectability;—and surely it is as just, that a man should enjoy the fruits of his own industry. We are simply aiming at a comparison of the inherent worth,—the intrinsic merits of deciding on twenty dollar cases and small assaults and batteries, and petty larcenies, as compared with the power of communicating that knowledge which will enable a man to meet the various events, and perform the various duties of life, understandingly; as compared with an opportunity to inspire the love of order, of harmony, of good neighborhood; as compared with preventing street brawls, coarse insults, violence, and riot, and making it impossible, not merely that a man should purloin another's property, but that he should obtain it by craft, fraud or circumvention. In genuine dignity, in intrinsic value, in elevation of object, is not the office of the school-committee man indefinitely higher than that of the justice of the peace? The duty of the former is to march in the van of society; to lead mankind in the way of improvement; to conduct them to higher and higher points in the noble ascent of civilization. Amelioration, progress, are inscribed on his banner. But the justice of the peace comes in the rear of society; he bears a scourge in his hand;

he sentences the spendthrift, who will not pay his debts; he imprisons the marauder upon another's property; he provides lodgings for the loafer in the house of correction; he puts the tippler under bonds to eschew *ardents* and keep the peace. His duty leads him amongst a motly crew of vagabonds, pilferers, brawlers, bullies, tatterdemalions, as ragged as Falstaff's soldiers,—the scathed and blasted fragments of humanity. He may hold his commission for the whole seven years, and never have occasion to decide one cause between two respectable men. He has nothing to do with radiant, happy children, but only with those wrecks of manhood, who float for a short period on the surface of society, before sinking, ignominiously, into the grave.

How passing strange it is, that the relative honor and dignity, the social rank of these two officers should thus have been inverted,—absolutely turned end for end, in the estimation of society; that any man should be found, who will expend money, fee counsel, buy books, to qualify himself for dealing out the retributions of the penal code against criminals, but will not bestow a cent nor an hour to fit himself to administer the mercies and the beneficence of the law in behalf of the children; in fine, that any man should have such perverted ideas of honor as to care more for whipping rogues, than for rearing good citizens.—*Mass. Com. School Journal.*

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A WORD TO BOYS.—Boys, did you ever think that this great world, with all its wealth and woe, with all its mines and mountains, oceans, seas, and rivers, with all its shipping, its steamboats, railroads, and magnetic telegraphs; with all its millions of darkly groping men, and all the sciences and progress of ages, will soon be given over to the hands of the boys of the present age—boys like you, assembled in school rooms, or playing without them on both sides of the Atlantic? Believe it, and look abroad upon your inheritance and get ready to enter upon its possession. The Kings, Presidents, Governors, Statesmen, Philosophers, Ministers, Teachers, MEN, of the future, are all Boys, whose feet, like yours, cannot reach the floor, when seated upon the benches upon which they are learning to master the monosyllables of their respective languages.—*The Learned Blacksmith.*

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### LETTER WRITING.

The ability to write, fold and direct a letter in a neat and proper manner is a very desirable attainment, and one which every one who writes at all, should aim to make. The following excellent instructions on the subject are copied from a work entitled "AIDS TO ENGLISH COMPOSITION," prepared by R. G. Parker, a distinguished Teacher of Boston, and published by Harper and Brothers, New York.

A letter should embrace the following particulars, namely:—  
1st. The date. 2d. The complimentary address. 3d. The body of the letter. 4th. The style, or complimentary closing. 5th. The signature; and, 6th. The address, with the title, if any.

The date should be written near the right hand upper corner of the sheet. The complimentary address follows, a little lower down, near the left hand side of the sheet. The body of the letter should be commenced very nearly under the last letter of the complimentary address. The style, or complimentary closing, should stand very nearly under the last letter of the body; the signature very nearly under the last letter of the style; and the address should be placed a little below the signature, and towards the left side of the sheet.

#### A LETTER, WITH ITS PARTS.

	(date.) <i>Boston, May 2d, 1843.</i>
(complimentary address.) <i>Dear Sir,</i>	(body of the letter.) <i>I have endeavored to present a few plain directions for letter-writing, which, I hope, will be sufficiently intelligible, without much labored explanation. If, however, I have unfortunately neglected any material point, I shall very gladly supply the deficiency, if you will have the kindness to mention it, either personally, or by note.</i>
	(style, or complimentary closing) <i>Yours respectfully,</i>
	(signature.) <i>George C. S. Parker.</i>
(the address, or superscription.) <i>Hon. James Harper.</i>	(title.) <i>Mayor of New York.</i>

In very formal letters, the address should precede the letter and the signature, so that the individual addressed may, at first sight, perceive that the communication is intended for him, before he has taken the trouble to read it through. In this case, also, the date should be written below, in the place of the address.

## A FORMAL LETTER.

*To the Hon. Mr. Brimmer,  
Mayor of Boston.  
Sir,*

*The public schools of this  
commonwealth are under great obligations to you  
for your late munificent benefaction. That you  
may long live to witness, and rejoice in the widely  
extended influences of that benefaction is the ardent  
wish of,*

*Sir,*

*Yours, very respectfully,  
Richard G. Parker.*

*Boston, Aug. 3d, 1843.*

**HINTS FOR BOYS.**—Seven kinds of company to be avoided :

1. Those who ridicule their parents, or disobey their commands.
2. Those who scoff at religion.
3. Those who use profane or filthy language.
4. Those who are unfaithful, play truant, and waste their time in idleness.
5. Those that are of a quarrelsome temper, and are apt to get into difficulty with others.
6. Those who are addicted to lying and stealing.
7. Those who are of a cruel disposition, who take pleasure in torturing and maiming animals and insects, robbing birds of their young, etc.

All these sorts of company are to be avoided, for if you associate with them, they will soon make you like themselves; and "the companion of fools shall be destroyed."

**CURIOUS STATISTICS.**—It is stated in a French publication, that of 33,000,000 of people in France. 27,000,000 do not drink wine, 31,000,000 never taste sugar, 20,000,000 never wear shoes. 31,000,000 never eat meat, 18,000,000 eat no wheaten bread, and 4,000,000 are clothed in rags.

### THE PLASTER BLACKBOARD.

Perhaps no greater improvement has been made in any of the appendages of the school-room, than in that useful article, the black-board.

This improvement consists in the use of colored plaster instead of the painted board. It has many considerations to recommend it. The chalk is used upon it *without noise*. It is easily erased. There is no reflection of light, thus obstructing the sight: and last, though not least, it is very much cheaper than boards.

In erecting a building, the black surface can be put on at a very trifling expense. It can be applied to any old surface with equal facility. Any common mason can apply it who knows how to use the "*hard finish*." We may do the cause of common schools an essential service by giving the following simple directions for

#### MAKING THE PLASTER BLACKBOARD.

First, wet a sufficient quantity of lamp-black with alcohol, to color the plaster to be used, and mix this coloring with the "*hard finish*," at the time of putting it on.

The lamp-black may be wet with sour beer instead of alcohol. If it be wet with water it will not mix uniformly with the plaster on account of the oily matter contained in it, and the surface will not dry uniformly black, but will have a spotted appearance.—*District School Journal*.

### ARITHMETIC. NO. III.

It is highly desirable that every pupil should be made quite familiar with mental arithmetic before taking the first lesson in written arithmetic; indeed, a knowledge of this, and of the mode of performing the addition, subtraction, multiplication and division of small numbers mentally, should always precede the study of written arithmetic.

After the pupil has become well acquainted with notation and numeration in accordance with the suggestions contained in our last, it will be well for the Teacher to propose the first examples in addition, and subsequently in each of the operations named above. These should be such as involve no difficulty or peculiarity arising from the decimal relation of numbers, that is, such as require no "carrying" or "borrowing of tens." The following examples will illustrate our meaning:

Addition.	Subtraction.	Multiplication.	Division.
47635	9856	4132	3)6936 Dividend.
31043	7542	3	2312 Quotient.
<hr/> 78678	<hr/> 2314	<hr/> 12396	

In these examples it will be seen that it matters not whether the operation is commenced at the *right* hand, or, at the *left*.

After the rule for writing numbers to be added, is understood, and the fact that only those of the same denomination can be added to-

gether, namely, units to units, tens to tens, &c., examples can be introduced in which the sums of the several columns exceed nine, and the propriety of adding the tens in the sum of each column to the next left hand column, explained.

"Borrowing ten" in subtraction, can, perhaps, be best illustrated by making the transition from addition to subtraction, thus: let the pupil add together the numbers first given below, and then prove the correctness of the work by subtracting one of the numbers from their sum.

1.	2.	3.
5798	9269 sum.	9269 sum.
3471	5798 greater number.	3471 less number.
<hr/>		
9269	3471 less number.	5798 greater number.

In example second, it will be readily seen, that while the eight units can be taken from the number above, the nine tens cannot be taken from the six, and attention will at once be turned to the numbers added, and it will be seen that their sum was sixteen, and when the manner of writing that number is remembered, it will be easy to see that the ten then added with the next column may now be added to this.

Multiplication should be introduced as a short mode of performing several additions of the same number, and the first examples given, should be performed both by addition and multiplication. After the propriety of "carrying tens" to the next column is understood, pupils should be shown that multiplying units by units produces units; multiplying tens by units produces tens; tens by tens, hundreds, &c., and that for this reason, when the multiplier contains two or more figures, the first figure of each product should be placed under the figure used as a multiplier.

No pain should be spared to show to pupils the *nature* of this operation; they should understand that the multiplier is invariably an *abstract number*, and that the product is of the same denomination as the multiplicand. Hence if an *abstract number* is repeated, the product is a number, if a *concrete number*, the product is a *concrete* or *applicate number*, and that it is therefore impossible to multiply five dollars by five dollars, or by five yards, or to multiply twenty-five cents by twenty-five cents, though it is perfectly easy to repeat five dollars *five times*, or to take twenty-five cents *twenty-five hundredths* of one time.

The application of this process to the mensuration of superficies and solids should also be illustrated, and the reason why multiplying length by breadth is said to give square contents, and multiplying area by thickness to give cubic contents, should also be explained.

Division should be introduced like multiplication, as a short way of performing several subtractions of the same number, and the first examples given, should be wrought in both ways. The nature of this operation should also be clearly elucidated, and the scholar should understand that if a concrete number be divided by a con-

crete, the quotient will be an abstract number, if a concrete be divided by an abstract, the quotient will be a concrete; but that an abstract number cannot be divided by a concrete, that is, that seven dollars or seven yards are not contained in the number twenty-eight or in any other number.

One of the best modes of *proving* the several operations in arithmetic is, by a careful review of the process, and indeed this is, perhaps, the only mode ever practiced in business, or out of the school room. But till scholars have acquired some degree of skill in performing the several processes, it is proper to practice some mode of proof, and though every one must necessarily be a review of the operation, it is well that this review be conducted in a different order from that followed in the first operation. Thus in addition, if the numbers were first added from the bottom upward, they may, in proving, be added from the top downward. To secure the full advantage of reviewing addition in reverse order, the following course may be taken.

Draw a line above the numbers to be added; in adding, commence as usual at the bottom of the unit column, and above the line over the tens, hundreds, &c., write the numbers carried to those columns respectively; in reviewing, commence at the top of the left hand column and add downward. This mode of proof will doubtless be understood from an example without further explanation.

32132

578467

435796

796468

964185

2324916

Addition may be proved in the manner indicated above, or by subtracting from the sum each of the numbers added.

Subtraction may be proved by adding the difference to the subtrahend, or by subtracting the difference from the minuend.

Multiplication may be proved by adding together one of the factors as many times as the other contains units; by subtracting from the product one of the factors the same number of times; by changing the places of the factors, and by division, if that is understood. It is also well to prove the process, when practicable, by some one of the contractions named in the previous numbers of the Journal.

Division may be proved by addition, by subtraction, by multiplication or by division. This process like multiplication, may also be proved by the use of sundry contractions, some of which will be named hereafter. The most convenient mode of proof is to add the remainder, if any, with the products obtained by multiplying the divisor into the respective figures of the quotient.

Each of the several processes above named, may be proved by the method denominated "casting out nines." This method will not now be described.



## EDUCATIONAL CONVENTIONS.

On the 26th of May last, a State Common School Convention assembled in Indianapolis, Ia., in accordance with a resolution passed by the Legislature of that State during the previous winter. "There were in attendance," says the Common School Advocate, "about three hundred and fifty delegates. Nearly every part of the State was represented. It was composed of the intelligence of the State, and would have done credit to any State in the Union." A committee was appointed to draft a Bill [providing for the establishment of a system of public schools, throughout the State,] to present to the next Legislature, and another committee to prepare an address to the people of the State. Such a Convention can hardly fail to be the means of great good, and must be instrumental in awakening a more general interest in the cause of education throughout the State. The Convention adjourned to meet in Indianapolis on the 8th of Dec. next.

We sincerely hope it will be possible to hold a State Convention and organize a State Educational Society in Ohio, within a year from this time. Will Teachers and the friends of the cause in the State express their views on this subject? The pages of the Journal are open for a free expression of opinion on this or any other questions connected with the interests of education.

On the 23d of June last a convention of delegates met at Ann Arbor, Mich., for the purpose of forming a State Educational Society to be auxiliary to the "North Western Educational Society." A constitution was adopted, several interesting addresses were delivered, and sundry resolutions were discussed and adopted. Dr. J. G. Cornell of Spring Arbor, was chosen President, Hon. J. Mayhew of Monroe, Cor. Sec., and M. M. Baldwin, Esq. of Jackson, Rec. Secretary. The society voted to hold its first annual meeting at Jackson, on the 5th of Jan. 1848.

The NORTH WESTERN EDUCATIONAL SOCIETY organised at Chicago, in the fall of 1846, held its first annual meeting at Milwaukee, on the 21st of July last. Delegates were present from Ill., Wisconsin, Mich., Pa. and N. Y. Wm. B. Ogden, Esq., was chosen President, G. W. Meeker, Rec. Sec., and J. S. Wright, Cor. Sec. All these gentlemen reside in Chicago. Beside these, two Vice Presidents and a Cor. Sec. were appointed in each of nine different States. The Society adjourned to meet in Detroit on the third Wednesday of August, 1848.

The following are among the Resolutions discussed and adopted during the session :

*Resolved*, That experience has settled the question, that schools maintained at public expense, free of cost to the pupils, are most in accordance with the spirit of our free institutions, best calculated to promote the happiness of the community, and to transmit unimpaired these institutions to coming generations.

*Resolved*, That we earnestly recommend to the people of the North Western States and Territories to press and insist upon the full establishment of the free school system.

*Resolved*, That we deprecate the practice, common in the different States, of distributing the income of the school fund among the several school districts according to the number of children of a certain age, resident within the limits of the district, whether attending school or not, which we believe is offering a premium to educational indifference and consequent ignorance.

*Resolved*, That we recommend the holding of Teacher's annual Institutes in every county or section where practicable, for the improvement of teachers, and the discussion of topics connected with common schools.

*Resolved*, That we recommend to the people of the North West, the enactment of laws requiring that each city and township shall raise by taxation a sum which, added to its dividend from the State, shall constitute the common schools within such city or township free to all.

*Resolved*, That for the greater improvement of schools, we recommend to the people of the several States the establishment, at the earliest possible day, of State Normal Schools, for the better education of those who intend to devote their lives to the business of public instruction.

*Resolved*, That while we should use our utmost exertions for educating among ourselves, teachers for the instruction of the rapidly increasing population of the North-West, deeming it utterly impracticable to have the thousands of necessary teachers furnished from abroad, we nevertheless hail with a glad welcome all well-qualified teachers, male and female, who come from other parts of the country to identify their interests with ours.

*Resolved*, That we deem expedient to have established a North Western Educational Journal, to be the medium of correspondence for the different Educational Associations, and persons laboring to promote the cause of Education, and that we appoint a committee of five to take measures for establishing said paper in such a manner as not to draw upon the treasury of this society.

*Resolved*, That a committee of three be chosen to prepare an Address to the people of the north west on the subject of Common School Education, and that editors generally, especially in the north west, be requested to publish the same in their respective papers.

*Resolved*, That this Society cordially approve the introduction and practice of VOCAL MUSIC in Common Schools, as an important auxiliary in moral, intellectual, and physical education and in the government of pupils.

*Resolved*, That we recommend to the people of the North Western States to secure the enactment of laws by the several Legislatures creating within their respective States the office of State Superintendent with subordinate Superintendents, to secure the objects of the system by a faithful execution of the laws relating to the public schools.

THE N. Y. STATE TEACHERS' ASSOCIATION held its second anniversary in Rochester on the 6th and 7th of August last. A large number of the most distinguished Teachers in the State were in attendance and the meeting was one of deep and thrilling interest. We shall endeavor hereafter to give some account of the business transacted during its session.

Several very interesting Conventions have been attended in our own State, of which some notice will be given in present and succeeding number.

#### PROCEEDINGS OF THE REGULAR MONTHLY MEETING OF THE MONTGOMERY CO. TEACHERS' ASSOCIATION, HELD OCT. 2, 1847.

After some preliminary business, the subject of Orthography, embracing the difficulties of spelling, and the best method of teaching it, was taken up and discussed at considerable length by the members.

The following resolutions were submitted, and unanimously adopted:

1. *Resolved*, That the condition of the public schools in Ohio, as given in the report made by the Secretary of State to the Legislature of 1846-7, is such as to demand the active co-operation of every good citizen in effecting a thorough reformation.

2. *Resolved*, That until they undergo a reformation, they cannot answer the high purpose for which they were established—to make good and intelligent citizens.

3. *Resolved*, That our schools, to be successful, must be under the supervision, in all their departments, of competent and responsible officers.

4. *Resolved*, That the success of any State system of schools requires the energetic supervision of a State Superintendent who can give the whole of his time to the duties of the office.

5. *Resolved*, That the law of last winter providing for the appointment of Superintendents for some of the counties, is a good one, and, if carried out fairly, must have a beneficial effect upon schools; and that the same provision should be extended to every county in the State.

6. *Resolved*, That a committee of three be appointed to prepare a petition to the Legislature of Ohio, asking for the appointment of a State Superintendent of Schools, and also a Superintendent for Montgomery county, in agreement with the law of the winter of 1846-7.

*Resolved*, That the proceedings of this meeting be published in the city papers, and that a copy be sent to the Ohio School Journal.

Adjourn to meet again on the second Saturday of November.

C. F. KNEISLY, *Secretary*.

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### LAKE COUNTY TEACHERS' INSTITUTE.

The 4th session of the Teachers' Institute organized under the auspices of the W. R. Teachers' Seminary Teachers' Association, was held in Kirtland, Lake county, commencing Oct. 5th, and continuing one week. The number in attendance was forty-eight gentlemen and forty-seven ladies. A most thorough and systematic course of lectures, as far as time would permit, was delivered by the following gentlemen, upon the various subjects connected with Common Schools.

John Nichols, M. D., on Orthography, English Grammar, Chemistry and Physiology. M. F. Cowdery on Geography, History and Geology. Horace Benton on Arithmetic, Mensuration, and Mental Philosophy. Rev. Truman Coe, A. M., on Astronomy, and J. M. Coe, Esq., on Civil Government. The evenings were occupied by scientific and instructive addresses from the Rev. Mr. Gillet, Rev. Mr. Coe, Rev. Mr. Beecher, and Rev. Mr. Dibble, and by the discussion of several important questions by the members of the Institute. A resolution was offered calling for a Teachers' Conven-

tion sometime in the ensuing winter, which was unanimously adopted. The following gentlemen were then appointed a committee of arrangements for the Convention, viz: Rev. Mr. Nash, Hon. Wm. L. Perkins, M. F. Cowdery, J. L. Frisbie and Franklin Bailey. The committee on resolutions then reported the following:

Inasmuch as the happiness of a nation and the safety of her republican institutions depend upon the virtue and intelligence of the people, and as the common school Teacher is a most efficient director of the great mass of mind in its plastic state, and as there is strength in union only, therefore

*Resolved*, That we hail the appointment of the *Teachers' Institute* as an important agency for uniting the efforts of Teachers, and therefore an effectual means of advancing the education of the youth of our country.

*Resolved*, That the Board of Instructors have more than sustained their heretofore pre-eminent reputation, as thorough, practical, and scientific Teachers, and that we take infinite delight in tendering them our best wishes for their present and future welfare, and our heartfelt thanks for their eminently successful labors during the present session which is now about to close.

*Resolved*. That the several gentlemen who have addressed us during the present session, have discharged their duties in a manner honorable to themselves, and profitable to us, and we take this opportunity to return to them our sincere thanks.

FRANKLIN BAILEY, *Sec.*

#### PROSPECTUS OF THE NEXT VOLUME.

The Third Volume of the Ohio School Journal will commence on the first of January, 1848. It will be published monthly in the present form, each number containing at least twelve closely printed octavo pages of reading matter.

TERMS.—Single copies fifty cents; three copies, \$1.00; twelve copies, \$3.00.

#### NOTICES OF BOOKS, &c.

A FIRST BOOK IN LATIN; containing Grammar Exercises and Vocabularies. By John M. McClintock, A. M., and G. R. Crooks, A. M., professors in Dickinson College, Pa. New York: Harper & Brothers, 1847.

HISTORY OF THE UNITED STATES, FOR THE USE OF SCHOOLS, by Marcius Wilson. New York: M. H. Newman & Co., 1847.

THE HOME COMPANION, OR PHYSIOLOGY OF HUMAN LIFE; containing rules for the preservation of health. By Psyche. Columbus: Jno. T. Blain & Co., 1847.

RUDIMENTS OF NATURAL PHILOSOPHY AND ASTRONOMY: designed for younger classes in academies and common schools. By Denison Olmstead, A. M. Cincinnati: Wm. H. Moore & Co.

WILSON'S JUVENILE AMERICAN HISTORY. New York: M. H. Newman & Co., 1847.

PHONOGRAPHY WITHOUT NEW LETTERS; or scientific English spelling. By Bartlett Baker. Cincinnati: published for the author.

A MANUAL OF THE PRINCIPLES AND PRACTICE OF ROAD MAKING: comprising the location, construction and improvement of Roads, (common, Macadam, paved, plank, &c.) and Railroads. By W. M. Gillespie, A. M., C. E. New York: A. S. Barnes & Co., 1847.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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## A STATE NORMAL SCHOOL.

From the statistics which have appeared in this Journal, from time to time, it appears that, in the free States of the Union, nineteen-twentieths of those receiving instruction are found in common schools, and that in Ohio, thirty-six-sevenths, or perhaps, more nearly, thirty-nine-fortieths of those attending schools of any grade, from the primary to the professional, are found in common schools. It is, therefore, an indisputable fact, that the great mass of our youth do, and must depend upon common schools for all the systematic instruction they are ever to receive; and it is equally true that in proportion as these schools are improved and elevated, the necessity for schools intermediate between them and colleges or professional schools is obviated.

It is estimated that there are in the State some twelve or fifteen thousand school districts, and that, at least, fifteen thousand different persons, male and female, are employed in teaching the district schools during some portion of each year. It is then an important question, ought not some legislative provision to be made for the education of those who are instructing so large a portion of our youth? Has not the State an interest in the education of its teachers? Should not their education be made a part of the School System of the State? These questions have been answered in the affirmative, both in theory and practice, in all the countries of Europe which give any attention to popular education, and Seminaries for Teachers, or NORMAL SCHOOLS, sustained at the expense of the government, have existed for more than a century.

The following facts, obtained principally from the Massachusetts "Common School Journal," will give some idea of the extent to which the education of Teachers for their employment has been secured by legal enactments and at public expense:—

"From 1730, Lectures on the Art of Teaching were regularly and generally delivered in the German Universities. In 1735 the first regular Seminary for Teachers was established at Stettin, in Pomerania, (a Province of Prussia) and in 1836 there were thirty-two Normal Schools in Prussia. After the School at Stettin, came one at Berlin, 1748; at Hanover, in 1757; a Catholic one, in 1766

and a Protestant one in 1761, at Breslue; and soon after, many others in Germany. They followed in the train of the Protestant Reformation, as that had followed the invention of Printing. In each case, the preceding event may be regarded as the efficient cause of the succeeding.

Since the year 1800, Seminaries for Teachers have been constantly increasing in numbers and improving in character. In Holland, the celebrated Normal School of Mr. PRINSEN was established in 1816. The French Law of Primary Instruction, passed in 1833, provided that there should be a Normal School in each of the eighty-six Departments into which France is divided. There are three Normal Schools in Scotland, two in England, one in Ireland, two in Belgium, and the Sultan of Turkey has appointed a Minister of Public Instruction, and is about to establish a Normal School.

"In our own country, the claims of Normal Schools were presented as early as 1826, by Rev. Mr. GALLAUDET, of Hartford, Connecticut; and during the same year, the necessity of a specific education of Teachers was urged by DE WITT CLINTON, Governor of New York. In 1834, the Education of Teachers was made a part of the School System of New York. In 1838 Massachusetts established three Normal Schools; in 1844 the Legislature of New York appropriated \$10,000, annually for five years, for the establishment and maintenance of a State Normal School; in 1845 Rhode Island provided for the establishment of a State Normal School, and of a Teachers' Institute in each county."

The claims of this class of schools, and the importance of establishing them in this State, were ably urged upon the attention of the Legislature and the people, by Prof. Stowe, in 1838, but no provision has yet been made for the establishment of such schools in any of the Western States.

We have, in the Journal, hitherto, spoken of Teachers' Institutes as the only available means for instructing the Teachers of Ohio, and it is true that they must, for some time to come, be the instrumentality for improving the great body of common school Teachers. These schools have already accomplished much good in the sections in which they have been attended, but their progress through the State has thus far been slow, and though some twenty-five have been held since their introduction in 1845, they have been confined to some twelve counties, and as there are, at present, but few Teachers who have had experience in conducting them, it must be long before they can be formed in all the counties of the State, unless some plan is adopted for giving to a corps of one or two hundred Teachers, selected from the different counties, such a course of instruction as will prepare them to take charge of Institutes in their respective counties, or, at least, to become efficient assistant instructors in them.

To accomplish this object, the most obvious mode is to establish at the seat of government, a STATE NORMAL SCHOOL in which the class of Teachers above named may receive, without expense for

tuition, such a course of instruction and discipline as will fit them for the discharge of the duties just named, or prepare them to lecture with acceptance on the subject of popular education, or to become efficient County Superintendents of common schools.

It is believed by many that the time has come for the establishment of such an Institution in Ohio. That the interests of education in the State demand it, there can be no doubt. That the State, though in debt, can afford to expend some \$2,500 to accomplish so important an object, no intelligent person can question; and that the people will sustain a law providing for the establishment and maintenance of such a school on an economical plan, is confidently believed, and a plan has therefore been devised and submitted to influential friends of education in different parts of the State, in accordance with which it is thought a State Normal School may be established. The details of this plan will be given in the next number of the Journal.

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### MISSISSIPPI SCHOOLS — ESSAY SECOND.

BY REV. R. MORRIS.

*Health, Society, &c.*

Viewing the loss of time among our teachers and pupils on account of sickness, we shall find it difficult to account for it. The climate which produces agues and fevers produces but few other diseases, so that pleurisies, catarrhs, rheumatisms, consumptions, &c., are rarely met with. It was a remark by a man who has seen a great deal of Mississippi, that in this State, the man who will take care of his liver will never die, that is, if the bile be kept pure, there need not be much fear of other matters. And this I have found to be true, almost universally, whether a person settles upon the piny ridges or in the foggy bottoms.

The best time for a Northerner to come south is from October to March, say at the best about December. This will give his constitution some time to acclimate before the summer diseases come in. He should not allow himself to be deceived by a warm winter's day in putting off his flannel. 'One swallow does not make a summer,' nor one sunshiny day a spring. We often have several sultry days in January and February, so hot that it is quite tempting to throw off all burdens; and little boys and girls, whose parents pay no attention to them, come to school barefooted, but such persons usually pay for it by the summer agues. It is considered unsafe to become wet in the morning dews in this climate, and those who go out early, hunting, suffer for their fool-hardiness. Bathing, as a general thing, is considered injurious. Whether this is owing to the character of the streams, sluggish currents and muddy bottoms, I cannot say, but the fact itself, that sickness is produced by bathing, has been often enough tested to my mind. My own rule is to permit pupils to go in but once a week, and to stay but ten minutes at a time. For most purposes of cleanliness this will answer, and perhaps it is not injurious.

Coughs and colds should be cured by fasting and mild expectorants. Chills and fever may be cured by any of the patent medicines which are so plentifully distributed through the State. Craigs, Champiais, Williams, and many others have attained a deservedly high reputation, nor would I fear that disease anywhere, if fortified by a few boxes of those medicines. If more convenient, or if prepared, quinine may be used instead of the patent medicines, and it would be a considerable saving of money and time to purchase an ounce or two, and bring it along. It is often scarce, and always costly, here, sometimes as high as eight or ten dollars per ounce in the summer season.

A popular and successful plan for giving this medicine has lately obtained. It is to give as much as half a teaspoonful at a time in spirits, every two hours. This will cure almost any case of chills and fever or billious fever, and it has the advantage of not affecting the head.

Without wishing to be tedious upon this subject, I sum up my advice as follows: commence in December, wear warm clothes until April, put them on every damp day until June, build a fire in your school-room at least twice a week through the spring, summer, and autumn, keep out of the dews and night air, eat but little flesh through the warm season, take enough exercise without violence, take no naps in the day time, and keep a supply of ague medicines, and this will prove to you a healthy country.

Upon the subject of society many will be naturally anxious. Especially will those who have been favored with the influence of active religious associations, and associations of education, temperance, &c., be curious upon this head. To such persons, Mississippi promises but little at present. Its people may, not uncharitably, be characterized as an *unsocial* people, friendly and kind at their own houses, but going abroad seldom. Those, therefore, who seek the pleasures of society, must *make* that society pleasant, and *trust to the reflection* for their own enjoyment. The cause of temperance has not been altogether neglected. Although societies of that sort are in a dull state, yet they do exist in almost every town, and can easily be awakened by an active friend to the cause. Religious societies are largely Methodist and Baptist. In north Mississippi there are but few neighborhoods without one or more churches of some denomination, and this season there has been the most cheering revival of religion all through the State, that has been known for many years. There is a heartiness of enjoyment among christians in this country, which will attract the notice of northerners. It can be best seen at protracted meetings and camp meetings, where all the restraints of business are thrown off, and all meet to *enjoy* their religion. This is one of the most pleasant traits in southern character, and cannot be too highly recommended. There seems to be a desire among teachers here, to associate for purposes of mental aid and pleasure, and this desire has produced many attempts among them to form societies, but there seems an insurmountable difficulty in keeping them up. One or two meet-



ings, a string of good resolutions, an election of officers, and a newspaper publication, is their whole history.

This difficulty seems to arise from the want of permanency among southern teachers, which carries them about, from session to session, so that county lines are but little regarded. This evil must be remedied, and the necessity for associations of this sort must be exhibited, before much can be effected in this way.

Many of the plans by which society is cheered through the long winter season in the northern States, are rendered useless here by the sparseness of settlements, miserable roads, and a custom of going very early to bed. Thus singing societies, spelling schools, and other notions of the kind, are out of the question in Mississippi, and a person who visits a house many hours after supper, with an expectation of finding pleasant society, will be much mistaken.

In looking over this sheet full of gossip, I feel a little obnoxious to the charge of dealing in small matters, and am afraid my readers have found that out already, but I excuse myself with the assertion, that in an extensive correspondence with northern teachers, these are the subjects upon which they were universally inquisitive. All agreed in wishing to know the character of the society they would meet with, and the prospect for health in Mississippi. Let that be my excuse, then. In my next I will consider the preparations necessary for removing to this State.

*Mount Sylvan Academy, Mississippi.*

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### THE DUTIES OF PARENTS AND THE PATRONS OF SCHOOLS.

We have in former numbers of the Journal, somewhat frequently, called the attention of school officers and parents to their respective duties in regard to the schools under their charge, or which their children attend. The following excellent summary of the duties of parents, is from a Lecture on this subject by Jacob Abbot, before the American Institute of Instruction. We quote from the "Annals of Education."

"This lecture relates to a topic more important to the welfare of our schools, and the progress of education, than any other which can be named. If those who *provide the teacher, and direct the school*, fail in their duties, the best 'school system' may become a curse, and even if they provide the best teacher, and secure the best methods, and the best books, their children may still be ruined if parents do not do their duty continually to the pupils and the school. Mr. A. presents to parents the following as their principal duties in reference to schools, and illustrates them in his own clear and simple manner."

I. The first duty which you have to discharge in respect to the school, is to feel yourselves, and do what you can to awaken in others, an interest in it before it is commenced.

II. Make proper efforts, and be willing to incur the necessary expense to secure the best teacher whom you can obtain.

III. You can co-operate very powerfully with the teacher whom you shall employ, by taking an interest in his plans and labors, after he shall enter upon his work.

IV. Submit cheerfully to the necessary arrangements of the school which are required for the general good.

V. Do not judge the teacher on the testimony of your children, (alone.)

VI. When the teacher has done wrong do not condemn him too severely.

VII. Set your children such an example, too, as you wish them to imitate.

Mr. Abbott concludes his lecture with some remarks on the necessity and mode of government at home, in which he observes that 'almost every case of gross failure in education on the part of virtuous parents,' which he has known, may be traced to the neglect of one of two principles. 1. 'Keep your children from bad company.' 2. 'Make them obey you.'

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[From the *Annals of Education*, Vol. IV.]

#### WHAT EVERY TEACHER CAN DO.

1. Every one who engages in school keeping, can open his school precisely at the appointed hour. There is no one thing, which, at first view, appears to promise so little, that will ultimately accomplish so much good, as this. I have seen an indifferent teacher inspire his pupils, and many of their parents, with confidence, and effect a thorough reformation in this respect, by commencing his exercises every morning at exactly nine o'clock, the time appointed, and persevering in this practice. I have known him dispense with his usual meal, when the lateness of the hour was likely to prevent his being at the school room in due season.

2. It is in the power of every teacher to have the school room comfortable every morning, in regard to temperature. There is so much of suffering in school, from late, or inefficient, or smoking fires, that this is a point of more importance than many are accustomed to suppose. The work of heating a school room does not properly belong to a teacher; and it is a most mistaken economy which leads his employers to suffer him to perform it, when those whose time is worth far less than his, could do it just as well. Still, if effectual measures are not taken by others, it is best for the teacher to see the work done, or do it himself. There are *instructors* who have made their morning fires for six months together, and always with great advantage, both to themselves and their pupils. Every teacher can do this,—I mean if he is furnished with a sufficient quantity of good fuel; and if not, he ought to relinquish his employment.

3. All teachers have it in their power to welcome their pupils to the school room when they arrive, and to see that they are provided with seats, books, &c., if they *have* them. It is true that such marks of attention and interest will consume time; but is that

time misemployed which is spent in measures calculated to promote the happiness of a school, and impart to it a tone of good feeling which is not likely to be wholly lost during the day?

4. Every teacher has it in his power to consult the health and comfort of his pupils while they remain with him. If the air is bad in the school room, he can ventilate the room by means of doors or windows. If the temperature is too high or too low, he can regulate it. If the pupils are tired of sitting, he can let them stand, or walk out; either single, or by classes. If they are thirsty, he can furnish them with drink, without exposing their health by suffering them to pour down large quantities of water when greatly heated with exercise.

5. Every teacher can make constant and unremitting effort so to gain the affections and confidence of his pupils that he can control them, properly, without violence. He can labor hard to govern by persuasion, rather than force; by kindness, rather than severity; and by love, rather than fear. But when all other measures fail, with certain individuals who have never been accustomed to restraint without violence — and such cases may occur in very large schools — every teacher can, as a last resort, use severity.

6. Every instructor can and should see that what he teaches, is taught thoroughly. If a school consists of eighty or an hundred pupils, the time which, in three hours, can be appropriated to an individual, is, of course, very trifling, and unless what is done for an individual be thoroughly done, he will derive little benefit from attending, except in so far as he learns from hearing others. But even here, *thorough* teaching is equally indispensable; for the more he learns from imitation, the greater the necessity that the example which he imitates, should be excellent.

7. Every one who has the care of the young, can strive to furnish them with constant employment. This is so indispensable, that when we have once considered the matter, we wonder why any teacher should ever have been so unreasonable as to require children to sit like statues an hour, or two hours, at a time; and why the latter should not have rebelled against such tyranny, much oftener than they have.

8. It is, also, within the power of every one to try to make children interested in what they learn. He has not the first qualification of a teacher, who supposes the child to be benefited to the utmost, when he is wholly passive in the work of education, like a vessel which merely receives and contains what is put into it. It is as necessary that the mental palate should be gratified, as the physical.

9. He who takes a school, should remember that he is not only responsible to those who are committed to his charge, and to their parents, but to God. He should, therefore, devote himself wholly to the business; attending to nothing else, except so far as may be necessary, in order to preserve his health. His school is to have a place among his first thoughts in the morning, and his last in the

evening, as well as those of every hour between. If a teacher cannot *afford* to teach thus, then let him betake himself, at once, to some other employment.

10. Every teacher, whatever may be his religious opinions or creed, and whatever may be the difficulty of inculcating religion, or even morality in his school by precept, can set a pure and spotless example before his pupils.

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### DESCRIPTION OF THE GOOD SCHOLAR.

In the first place, he is *punctual*. He will never be absent from school, unless it be absolutely necessary. He will be here at the hour, nay, at the precise minute; because he knows that it is very important to the order of the school, and still more important as a habit for himself. The boy who is behindhand here, is almost sure to be behindhand in everything, all his life. He who is slack, tardy, and irregular in attendance here, will not only be a poor scholar, but I should consider it a pretty certain sign that he will always be slack and irregular. I should have little hope of his ever being good for much in the world,—so much depends on early disposition and habit.

In the second place, the good scholar will be *diligent* in his studies. His lessons are his work, and like all other work, at any age, he must do it with all his heart and might, or he will do it poorly;—he is a lazy boy, and that makes a lazy man, and that makes a poor creature, whether boy or man. He will work hard at his lessons, and fill up all the school hours with them. Sometimes he may think them hard and dull, and he may not see what use they will ever be to him;—but no matter,—he expects to see when he is older, and he believes that they are the very best things for him to do, or else they would not be set for him by older and wiser persons. He knows that some how or other, if he is diligent, he will get the sort of knowledge which will make him a respectable man hereafter, in whatever trade or calling he may have a taste for. There is many a young man who is very desirous of going into a certain line of business; but he cannot; he is not fit for it; he could not carry it on well; people will not employ him in it; and a principal reason is, he would not study in school, and has not got the necessary education;—and he must suffer disappointment and mortification all his life, for the negligence and idleness of his boyhood. The good scholar foresees this, and is wise in time. Or, if he does not think any thing about the future, he will be diligent because *it is his duty*. He has a conscience about it, and takes satisfaction in doing his duty and doing right. He knows that such a course must end well for him, and will be a great happiness to his teachers, parents, and all who care for him.

In the third place, the good scholar will be *obedient*. He will be careful to observe all the rules of the school, and orders of the teacher. He knows that the teacher of a large school has labor and perplexity enough, without obstinacy, disorder, and mischief.

ous and unruly behavior in the scholars. He knows that his own place is to obey, to give no trouble, and by his good example and influence in the school, to be an assistance and a source of satisfaction and relief to the teacher. He is young, and the teacher is older, and he takes it for granted that the rules and orders are wise and necessary;—and that there are more fit opportunities for him, elsewhere, to show his courage and independence. And yet he will not be a turbulent and disorderly fellow, any where. A good-natured and prompt obedience, without sulkiness or deception, is a prime virtue in a schoolboy. It is a great happiness to the teacher, and an excellent sign in a school, when compulsion and punishment are not found necessary.

Then, again, there are some things which do not relate directly to the lessons or discipline of the school, but which will always mark the good member of it. Out of school hours, on holidays, every where and always, I should expect to see him so behave as to do credit to the school he belongs to, and the instruction that is given him. He will come to school, neat and cleanly in his person and dress, as far as depends on himself. There is a bad sign in being dirty and slovenly. He will be civil and respectful in his manners and language, to those who are older than himself, and pleasant, accommodating, good-natured, just, and kind, among his companions;—not quarrelsome, nor selfish. We do not hear from him a brawling, blackguard voice in the streets and play-grounds, nor any indecent or profane language, which, above all things, is a shame to any boy or man, and a disgrace and a pest, in any school. When we see, as we sometimes do—and very painful it is to see—an idle boy, swaggering along in the street, or hanging round public places, with a vile segar, perhaps, in his mouth, or roaming over fields and through by-roads, on Sundays—disfiguring fences, breaking trees, and trespassing on orchards and gardens—growing up in ignorance and conceit, dealing out scurrilous slang, and filthy jests, and horrible oaths, thinking his conduct all manly and to be admired, when, alas! it is only beastly and disgusting,—when we see such a boy, God forbid that he should prove to be a member of this school. If such, or any thing like it, be a sample of what is found in our schools, we might as well have thrown our bricks and mortar and money into the creek, as to have built this house with them. But it will not be so;—it must not be so. Perhaps I owe you an apology for suggesting the possibility that any boy here can sink so low as that. Shame on you, if you suffer such disgrace to come upon a school for which we have done so much, and from which we hope and expect so much.

I have described to you the good scholar. Let that be your mark. I say to each one, be you that boy I have described; do *you* be punctual, diligent, obedient, civil, kind, true, decent, and orderly and amiable in your whole deportment. Do *your duty*, boys; there is nothing like that for your honor and happiness. Do your duty to the town, your parents, teachers, and one another, and yourselves. Do your *duty* here—that is the manliest thing—

and a blessing will follow you here, and wherever you go hereafter.

We now leave you in possession of your school house. Take good care of it—keep it neat and clean. This room is your parlor;—make it and keep it a gentleman's parlor. Do not disfigure the walls; apply no knife to the benches; do not bring in mud on your feet, but leave it at the door. Keep your books and apparatus in good order. Let all about the building be neat. Whenever the grounds are fenced, if trees and shrubs should be planted, take care of them; protect them from injury; show your taste in ornamenting the spot. Make all look pleasant here, inside and out. Make every thing look the better, and not the worse, for your being here. Do not make yourselves bad neighbors to the people who reside near here, but get a good name, as being a quiet and orderly community,

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### SEND IN YOUR PETITIONS.

The friends of education should bear in mind that the session of the Legislature will soon commence. If you desire any change in the school laws, now is the time to circulate your petitions, and the sooner they are forwarded, after the session is commenced, the better.

If you wish for the appointment of a State Superintendent of schools, this wish should be communicated to your representatives at an early day. If the citizens of any counties not included in the law of last winter, desire the privilege of appointing a County Superintendent of schools, let them signify it by petitions signed as numerous as may be; and let those who desire the establishment of a State Normal School, or the encouragement of Teachers' Institutes in their own counties, be prompt and energetic in bringing the subject before the Legislature.

Petitions properly enclosed can be directed to the representatives from the several counties, or to the "Chairman of the Committee on Schools and School Lands," in either House. Those who forward them are not under the necessity of prepaying the postage, so that there is no need whatever of hesitation or delay on this account.

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### COUNTY SUPERINTENDENTS OF COMMON SCHOOLS.

So far as we have learned, only two counties have elected County Superintendents in accordance with the provisions of the act passed last winter. Mr. A. H. BAILEY, an experienced and successful teacher, has been elected in Ashtabula county, and has entered upon the discharge of his duties; and Mr. A. COLES, the auditor of Sandusky county, is the Superintendent elect in that county. An appropriation for the support of the office was made in Geauga county, but, owing to a tie vote, no Superintendent was chosen.

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EDUCATIONAL PAPERS AND DOCUMENTS.

The publication of the "JOURNAL OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION," which had been suspended for a year, has been recommenced under the editorial charge of Hon. H. BARNARD, Commissioner of Public Schools. It will be published in numbers of 16 or more octavo pages, and will contain the Annual Report of Mr. Barnard and other school documents published by him or by the State, since the close of the first volume of the Journal.

Terms—one dollar per year; address CHARLES BURNET, Jr., *Providence, R. I.*

WRIGHT'S PAPER, for the dissemination of useful knowledge, is published, monthly, in Philadelphia, at twenty-five cents per year.

THE RADIX: or Virginia Public School Advocate, is published, monthly, in Richmond, Virginia, at fifty cents per annum.

THE FREE SCHOOL CLARION, edited by Wm. Bowen, M. D., has entered on its second year improved in its appearance, and with reasonable prospects of a respectable support. Success to its able editor. It is published, monthly, at Massillon, Ohio, at fifty cents per year.

THE SCHOOL FRIEND, published at Cincinnati, by Wm. B. Smith, & Co., has entered on its second year. It is a quarto of sixteen pages, containing a great amount of valuable information, and is sent, gratis, to teachers and others interested in the promotion of education.

THE MICHIGAN SCHOOL JOURNAL has been united with the Michigan Temperance Journal published at Jackson, Michigan.

Through the kindness of Messrs. E. C. & J. Biddle we have received the twenty-eighth annual report of the Controllers of the Public Schools of Philadelphia, together with other documents pertaining to the excellent public schools of that city.

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TEACHERS' INSTITUTES.

It was our intention to publish in the present number some detailed account of the Institutes in Ashland, Ashtabula, and Medina counties, but no reports from them have been forwarded to us.

THE STARK AND WAYNE COUNTY INSTITUTE held its second session of two weeks at Massillon, commencing on the 19th of October last. The names of the Instructors and the number of pupils will be seen in the table which follows. The resolutions adopted by the class have not been received. The Institute appointed a committee to make arrangements for holding another session, and adjourned to meet at the call of that committee, in Wooster, during the Spring of 1848.

THE DELAWARE COUNTY TEACHERS' INSTITUTE held its first session (one week in Delaware and one in Sunbury,) commencing on the 1st of November. The Institute was under the direction of the county Board of School Examiners, in accordance with the "Act to encourage Teachers' Institutes," passed during the last winter. A class of about one hundred teachers attended.

The second session of the SUMMIT COUNTY INSTITUTE, held in Akron, in October, was attended by a very numerous class, as will be seen from the table.

For convenient reference, the following table of the Institutes held during the present year, has been prepared:

Names.	Where held.	When.	Weeks.	Instructors.	Pupils.
Cincinnati .....	Cincinnati.....	Feb.	1		
Stark & Wayne co.	Massillon .....	Mar. 16	2	A. D. Lord, M. F. Cowdery, P. Dawley .....	71
Summit co. ....	Akron .....	22	1	M. D. Leggett, T. W. Harvey, J. Cowles.....	217
Trumbull co. ....	Warren .....	Ap'l 13	1	M. D. Leggett, A. H. Bailey, A. D. Lord, C. C. Giles, L. Tenney .....	50
Warren co. ....	Lebanon .....	Aug. 23	1	J. Nichols, M. F. Cowdery, H. Benton .....	35
Lake co. ....	Kirtland .....	Oct. 5	1	L. Andrews, M. F. Cowdery, J. Hurty .....	95
Ashland co. ....	Ashland.....	12	1	A. D. Lord, M. F. Cowdery, P. Dawley .....	100
Stark & Wayne co.	Massillon .....	19	2	M. D. Leggett, J. Cowles, M. F. Cowdery, T. W. Harvey, Rev. S. D. Taylor, J. Hurty .....	130
Summit co. ....	Akron .....	25	2	A. H. Bailey, Z. C. Graves, A. A. Smith, D. Parsons, P. R. Spencer.....	331
Ashtabula co.....	Jefferson .....	26	2	J. Nichols, T. W. Harvey...	—
Geauga co.....	Chardon.....	26	2	A. D. Lord, A. Pickett, L. P. Marsh .....	100
Delaware co. ....	Del. & Sunbury.	Nov. 1	2	M. D. Leggett, T. W. Harvey, J. Hurty.....	100
Medina co.....	Medina .....	8	1		—

It is now two years since the first Institute was assembled in this State; during the Fall of 1845, two were attended, in 1846, nine, and during the present year thirteen, as appears from the table above.

#### TO TEACHERS IN OHIO.

At Teachers' Institutes held in Ashland, Ashland county, Chardon, Geauga county, and Akron, Summit county, in October and November, 1847, M. F. COWDERY of Lake county, L. ANDREWS of Ashland county, A. D. LORD of Franklin county, W. BOWEN of Stark county, JOSIAH HURTY of Richland county, and M. D. LEGGETT of Summit county, were appointed a committee to take into consideration the propriety of forming a *State Teachers' Association*, and to fix upon the time and place for organizing the same.

The undersigned, a majority of said committee, assembled at Akron, have resolved that it is expedient to hold a convention at Akron, Summit county, on the evening of the 30th and during the day of the 31st of December next, for the purpose of organizing a *State Teachers' Association*.

It is hoped that Teachers in Ohio, feeling an interest in their profession, and the improvement of the schools of our State, will be present and assist in the organization of the Association, and afterwards in promoting its interests.

There will be an address before the convention on the evening of the 30th of December.

Educational and political papers in Ohio are requested to insert the above notice.

M. F. COWDERY, THOS. W. HARVEY,  
W. BOWEN, L. ANDREWS,  
JOSIAH HURTY, M. D. LEGGETT.



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ENTERED, according to Act of Congress, in the year 1846.,

BY ASA D. LORD,

In the Clerk's Office of the District Court of the District of Ohio.

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## A STATE NORMAL SCHOOL.

The Normal Schools of Massachusetts and New York are open like colleges, during the year, and are maintained at an annual expense of from five to ten thousand dollars; the course of study occupies three years. It will be readily seen that if a school should be established in this State on the same plan, it would be long before any considerable number of the common schools could be benefited by it, since not more than one hundredth, or at most one fiftieth, of the teachers in the State could receive instruction at a time. It is, therefore, highly desirable to devise some means by which the majority of the common school teachers in the State may be, directly or indirectly, influenced and improved by a Normal School. To accomplish this as speedily as possible, the following course has been recommended:

**PLAN OF ORGANIZATION.**—It has been proposed to establish at Columbus, under a Board of Trustees, or Regents, a STATE NORMAL SCHOOL, or Teachers' Seminary, on the general plan of Medical Colleges. That is, to have the instruction given mainly by lectures, and to have the session continue only three months, commencing perhaps with the month of June.

**INSTRUCTORS.**—To carry out this plan a corps of four or five of the best qualified, most experienced and successful practical teachers will be needed; they should be men well acquainted with the condition of the schools, and the whole subject of popular education, in our own State and other States and countries, thoroughly versed in the branches which are, or should be, taught in common schools, and practically acquainted with the best modes of teaching them; deeply imbued with that spirit of philanthropy which animates the true friends of universal education. Besides these, it will of course be the duty of the Regents to secure weekly lectures from other literary and scientific men, and friends of education.

**THE COURSE OF STUDY AND INSTRUCTION.**—The studies of the class should embrace a thorough review of all the branches usually taught in common schools, viz: Reading, Spelling, Definitions, the Analysis of derivative words, Arithmetic, Geography, Grammar, Penmanship, &c. The course of instruction should include, first, re-

views of these branches by questions and exercises in each, together with explanations and practical illustrations of the best modes of teaching them ; second, lectures on the higher departments of English Grammar, and of Mathematical, Physical, and Civil Geography, including Civil History, or at least the History of the United States, and on Book-keeping, Practical Geometry, Drawing, the Science of Government, Physiology and the Laws of Health, and Mental and Moral Philosophy, besides lectures on the government and discipline of schools, and the means of securing the co-operation of parents with the teacher, and of awakening the community at large to a proper sense of the importance of education in a pecuniary, intellectual, social and moral point of view.

**THE OBJECT OF THE COURSE.**—This would be to prepare those who attended it to become efficient principal or assistant Instructors in the county Teachers' Institutes, to make them better Teachers of common schools, to qualify them to take charge of Union Schools in the villages and more populous districts, to become competent and faithful School Examiners, or to be County Superintendents of Schools.

**MODE OF SELECTING THE CLASS.**—The pupils of the State Normal School in New York are selected by the township and county superintendents. Should such a school be established in this State, those who are to enjoy the benefit of instruction in it, without charge for tuition, should be selected by the county boards of School Examiners from all the teachers in the county ; and in making the selection, reference should be had to their moral character, to their standing and personal influence in society, to their intellectual abilities and attainments, to their success in teaching, to their interest in the cause of popular education, and their promise of future usefulness to the county and the State, in promoting the progress of educational reform.

It will be readily seen that if a class, consisting of teachers, selected from each county in the State, could be assembled and receive such a course of instruction as has been described above, that a corps of instructors might thus be prepared to return to their respective counties and engage in conducting Teachers' Institutes, and that between the last of August and the first of December next, Institutes might be held in one half or two thirds, if not in all, the counties in the State ; and if these were attended by an average of one hundred teachers each, from one third to two thirds of all our common school teachers might thus be benefited by the Normal School, within one year from its establishment.

**THE EXPENSE.**—It is believed that if such a school should be incorporated by the Legislature, an appropriation of \$2,500 would defray the expenses for the first session, provided no expense were incurred for the rent of buildings. Could such a sum be better expended for any other purpose ? Parents, Citizens, Friends of Education, it is yours to answer.



## WINTER SCHOOLS.

There are probably, from eight to twelve thousand district schools now in session in this State, and from four, to six hundred thousand children and youth will attend them during some portion of the winter. Now if these schools are well conducted, the *time* of those who attend them is worth, on an average, not less than fifty cents per day, and to those over the age of fifteen, it is worth, at least, one dollar per day. The correctness of this estimate can be proved.

It is therefore highly important that parents and guardians see to it that their children and wards attend school punctually, every day, except when prevented by illness. No trifling excuse or pretext should be allowed to keep them out for a single hour. The evils of tardiness and irregular attendance are among the most formidable with which Teachers have to contend. Every one, at all acquainted with the business of teaching, knows that if the members of a school of forty or fifty scholars are to be taught thoroughly in any branch, they must be instructed *in classes*, and it is easy to see, that, if one third or one half of the pupils are absent from school every second or third day, that all the classes must be greatly deranged, if not entirely broken up.

## THE FIRESIDE.

Much, very much may be done by parents, at home, to promote the advancement and improvement of their children at school.—To such are offered the following suggestions.

1. Cherish in their minds a feeling of proper respect for their Teacher; this must be done by example as well as by precept.—Treat him with proper respect, and his opinions and advice with becoming deference yourselves.

2. Impress upon them the duty of cheerful and prompt obedience to his requirements, and of ready and habitual compliance with the rules of school. The regulations of a well conducted school are only specific applications of the general rules of propriety, decorum and good behavior. Show them the importance of conducting in such a manner as to need neither watching or reproof from the Teacher and the disgrace of being punished for doing what they know they ought not to do.

3. Incite them to study, to faithful effort for the improvement of their minds and the acquisition of useful knowledge, and the formation of correct habits, physical, intellectual, social and moral.—Encourage them to study at home, give them time for it if possible. Question them, daily, on their studies, and upon their habits and conduct, accustom them to repeat in their own language the substance of their lessons, and especially of the instructions given by their Teacher. Do this and you will not need to *tell* them that you are anxious they should improve.

4. By all means visit the school. No matter if it is not, or has not been customary in the district, no matter if you have not done it for years, no matter if you have never visited a school, visit it this

winter and show to the Teacher, the scholars and the district the interest which every parent should feel in the school in which his children are taught. And let it be repeated to every father and mother, *visit the school*, and let nothing but absolute inability either to walk or ride to the school house prevent you from doing it.

### MISSISSIPPI SCHOOLS.—ESSAY THIRD.

BY REV. E. MORRIS.

#### *Preparations for Removing South.*

As every article of clothing and provision, books and apparatus, is at least 33 $\frac{1}{3}$  per cent. higher in this State than in the river towns on the Ohio, a considerable saving will be secured by laying in a good supply of such things there, as will be needed. If a family remove to any point contiguous to Memphis, Vicksburg, or Natchez, it would be well to purchase provisions for a year, upon the Ohio. At all events, clothing and books should be laid in abundantly, and for a young, enterprising teacher, who would turn an honest penny, no better operation could be devised, than to buy \$50 or \$100 worth of school books in Cincinnati; say McGuffey's Readers, the other books of the eclectic series, Comstock's series of school books, and Olney's Geography.

But not to be thought a speculator, I will speak of larger things. And one is, that every teacher bring some school apparatus with him, some big maps, or globes, mathematical instruments, chemical apparatus, or something to introduce himself as a teacher approved. I honestly believe that it would be worth \$100 a year to any teacher to possess that value in apparatus, while the advantage to his students and to teachers around him, need not be enlarged upon, while writing to men who have tried them.

If asked, how to prepare for teaching in Mississippi? I reply :

1. Get a good Education.
2. Get a good apparatus.

My readers will doubtless be surprised to hear it, but if in the whole State of Mississippi, there will average one pair of school globes to every five counties, or an electrical battery to every fifteen, then I am misinformed and deceived.

I therefore urge, upon the score of advantage to others, and your pecuniary interests, that you possess yourself of a good apparatus, and bring it along.

All articles that may be required in a school house, that cannot be made here, should be provided beforehand.

A set of drawings of the best school house models, would be an excellent thing for this country. In a great many cases there will be new school houses required, and then a neat, cheap, and practicable plan will meet ready acceptance. In fact, most of patrons, will thank you to take the care of building off their hands, provided you do not run them into expense.

The points of landing are, for North Mississippi at Memphis, from whence there is a stage to Hernando, south, and to Holly

Springs, Coffeeville and Jackson, east and south. For middle Mississippi, Natchez and Vicksburg are equally good. For south Mississippi I cannot speak, only that there are points lower down of convenient access. Those who are not acquainted with the topography of this state, may enquire, why not land any where at the river landings? But the country, from ten to fifty miles out, is mostly a trackless swamp, only passable upon the roads from the places mentioned, and perhaps a few others, and if a man lands any where else he will have to take water again.

In time of high water, many of the larger water courses are navigable. Such are the Tallahatchie, Yallabusha, and others. These rivers are generally up in December or January, and again early in the spring. If the traveller falls upon such a time he will save a good deal of time and expense to go down to the mouth of the Yazoo, and there take a smaller boat inland. The well known prudence of Northerners will doubtless supply every visiter with a pocket map of Mississippi, upon which all necessary routes &c. are marked. The later maps only are correct in regard to North Mississippi, for those made as much as eight years ago, are too imperfect for any dependence. This purchase has only been settled about that time, and the surveys were then recent.

The branches most desired in our common schools, are Arithmetic, Reading and Writing; in higher schools, Latin and Greek.

A man who can *do all the sums* is so eminent that it would be worth the while of any person preparing to immigrate to *cipher through*, expressly for this latitude.

Good reading is not greatly valued, that is, good rhetorical reading; and for the excellent reason that but few ever heard it; but good spelling is deservedly esteemed, and fine writing has a still higher price. A good many thirteen lesson writing masters have humbugged us, and some twelve lesson arithmeticians; but upon the whole, our schools will be found resting in a *fair farrow* state.

A knowledge of surveying, theoretical and practical, will greatly recommend a teacher among us. Add to that the possession of a compass and chain, will give him quite a number of Saturday and vacation jobs, alike healthy and profitable.

The knowledge of grammar should be good, of course. No greater mistake could be made than to suppose a quack will not be detected here, for he certainly will, and that the more speedily as the country has suffered so much already from that class. Therefore if any who read this have a desire to try the experiment upon Mississippians, let him make a short business of it and pass on quickly.

Between the two classes of teachers, male and female, there is a greater demand at present, for females. People are just beginning to find that summer schools can in general be as well sustained by them, and much cheaper than by males. But there is plenty of demand for both. And I believe this month, if two hundred well educated young men were to land here in search of schools, willing to labor hard, and trust for their remuneration to the confidence of their patrons, every one could be supplied with a situation, and what

is still better, room would be made, by the increased interest in education, diffused through the land, for as many more, within a twelvemonth. In the conclusion of this essay I assert, that while the opportunity for speculation in this State is smaller than in any other with which I am acquainted, the opportunity for doing good to others and securing a reasonable remuneration for yourselves, is greater. The concluding essay will consist of General Advice.

Mount Sylvan Academy, Miss.

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### SCHOOL TEACHERS.

Let us now turn our attention to the number, character, and influence of our school teachers. And we have in the United States about 60,000 common teachers, teaching 4,000,000 of citizen-kings—4,000,000 of sovereigns! For every child is a citizen king here. Are these men qualified to educate kings—to train sovereigns?—Who are they? Where do they come from? How long do they intend to teach? A large class of them teach because they want a little money to progress in a higher course of studies. They hate and despise the business, and hope soon to step from it. Another class teach, thinking that the labors of the school-room are not quite as rough and arduous as the labors of out-door weather. They work during the summer on the farm, and teach school in the winter. Others, again, because they are too lazy to do any thing else, or have failed in every other calling. By all these, teaching is made a *temporary* thing.

In the summer, the schools are *kept* (not taught) by young girls from 16 to 18, and 20 years of age. One teaches, wanting a dress too expensive for her parents to procure. Another one teaches because there are rather more girls at home than is required; and a third takes a school, being afraid of the butter and cheese room, and the cows. The whole business is thus conducted by raw apprentices, ready and willing "to teach cheap;" and cheapness being the best qualification with the employers, they are smuggled into the schools, like pieces of contraband goods.

But to give children such teachers—men who have no other knowledge of the human mind, than that it has a faculty called memory, to be acted upon by birch rods, is like giving darkness to the eye—silence to the ear. What capacities have such teachers to make battle against the great empire of night? They are like darkness striving to illuminate light. Far better there be no education going on, than education under the guidance of ignorance and immorality. Not to be taught is only the absence of good; to be mis-taught, is positive evil. It is self-delusion, and most miserable weakness to talk of an education from *such* educators. Before there can be teaching, there must be schools for teachers. We must educate educators before we can expect an education.

And, sirs, what trusts are these? What are these that we commit to hands incompetent? The school-masters and school-mistresses of our nation are more important to its welfare, than its

magistrates and legislators. It is more important to us *what* the former are, than what the latter are. Legislators may make improper laws, but they do not *educate* the nation. They may embarrass the currency, and the enterprise and the industry of the nation; but what are all our banks, and our manufactories, or our commerce, compared with our nation's *character*? We may afford to suffer in our *pecuniary* concerns—but we cannot afford to be *ignorant* and *vicious*. We may endure to be *poor*—but we cannot endure to see our *children illiterate, and our country ruined!*

Parents, look well to your school-teachers; for the old proverb says, "that he who lives with a lame man, will learn of him to halt." Whatever the teacher may be, he stamps himself upon his pupils. They are with him for years, while impressions are readily made, and when the mind is easily moulded into any shape. He is their criterion—their model. They imitate his gait, his looks, his speech, his manner, and they sympathize with his feelings, and adopt his opinions. The Common School teachers give character and education to the nation.

But who is watching this influence? Who is jealous of its nature? Who is endeavoring to make it better? It is controlling more mind, more of our destinies, than the press. Yet what, as a nation, are we doing to enlighten and purify this influence?

It is known that M. De Felleberg of the Hofwyl school, in Switzerland, determined to devote his fortune and the labor of his life, in the endeavor to effect the regeneration of his native land, by means of education. "I will infuse good habits and principles into the children," said he, "for in twenty short years, these children will be men, giving the tone and manners to the nation. But here," he remarked, pointing to a number of young men, "is the great engine upon which I rely for effecting the moral regeneration of my country; these are *masters* of village schools, come here to imbibe my principles, and to perfect themselves in their duty. These men have six thousand pupils under them; and if, by the blessing of God, I can continue their education, success is certain."

The teacher is with the child while the feelings and the capacities are active and shaping into character. The children are the *warm wax*, and the teacher is the stamp. The children of this city are like so much melted lead, *growing cold every minute!* What form and shape are they taking? Look at your teachers!—the moulds of character!

The teacher closes the school-house door—he walks up the aisle surrounded by living capacities—immeasurable faculties—*possible angels!* He is at work, not on brick and stone, but is to lay his hands upon this "dome of thought," whose "Architect, is the Architect of the Universe!" What a *model* of a man should this soul-builder be!—"His influence," says the Hon. Horace Mann, of Massachusetts, "is like that kind of ink which, when first put upon paper, is scarcely visible; but soon it becomes blacker, and now, so black, you may burn the paper on coals of fire, and the writing is seen in the cinders!" It lasts beyond the grave. How skillful

should be his hand who is to sweep that harp—the human heart—that harp of a thousand strings—the tones of which are to remain in the strings forever!—*J. O. Taylor's Lecture.*

### THE ECONOMY OF EDUCATING THE PEOPLE.

There is true economy in educating a whole people at the public expense, so far as they are willing to have it so. People so educated from the humbler walks of life, will be more homogeneous and in general more patriotic. It costs more to maintain vice and ignorance than it does to educate in virtue and knowledge. It costs more to support one policeman or one soldier, than it does to pay the schooling of fifty children; and the fifty children grow up to be good conservators of public peace, rendering so far as they are concerned, all disciplinary inflictions, and all criminal adjudication unnecessary. There is nothing within the grasp of human effort like education. It creates the man anew. Its effects are to be seen in its transforming influence upon society in all its ramifications.—The arts, the trades, the commerce, the agriculture, the manners, the morals and the divine charities and amenities of the people, are to a great extent, the product of education.

The prime element of greatness in a State does not consist in a rich soil, in the mineral resources of its bowels, in the serfs who toil for its nobles, nor in a combination of these and like causes that are extraneous to, and irrespective of the mind's symmetrical development, which can only be effected by an enlightened course of education, reaching down to the basis of society. Let all the youth in a community be educated to virtue, to knowledge, to self-reliance and industry, and crime and pauperism will cease; the public exactions for purposes of education will be paid with cheerfulness and pleasure; and it will be soon understood that it is better and easier to educate fifty children than to support one policeman or one soldier.—*Teacher's Advocate.*

“Neighbor Simple,” said Mr. Farsight, one bright July morning, when Mr. Simple was mowing in a lot, where the grass stood so thinly, that the spires looked lonesome;—“why, neighbor Simple, you have a fine lot here, with a strong soil, but your blades of grass are so far apart, that they might grow into hoop poles and not crowd each other.” “Yes,” said Mr. Simple, “I’ve been thinking I was almost a fool, for I ought to have sowed a bushel of good hay seed upon this piece, but the truth is, I bought only a peck and so I scattered it about so much the thinner, and now I see I’ve lost a ton or two of hay by it.” “Well,” said Mr. Farsight, “don’t you think, you was about as near being a fool, when you voted, last town-meeting, against granting any more school money for sowing the seeds of knowledge in the minds of the children,—as you was when you scattered a peck of hay-seed, when you ought to have sowed a bushel? Now, remember, neighbor Simple, what I tell you;—next year, wherever there is not grass in this lot, there’ll be weeds.”—*Common School Journal.*

## MECHANICAL FORCES.

The forces which we have at command, are either animate or inanimate. Animate forces consist of the muscular power of men and animals.

The muscular power of a man is usually made to operate either by his legs or his arms, rarely by both together. It has been estimated that, by the action of his legs upon a treadwheel, he can raise his own weight, about 150 lbs., 10,000 feet per day, which gives a dynamical effect of 1,500,000 per day, or 3125 per minute, supposing the work to be continued eight hours a day.

Desaguliers makes the dynamical effect of a man working with his arms 5500 per minute: this is, however, considered too high an estimate.

It has been estimated that the same amount of strength expended in the different modes named below, will produce a *useful effect* indicated by the annexed numbers, viz:

Employment.	Useful Effect.	Proportion.
In working a pump,	- 100 -	- 1
In turning a winch,	- 167 -	- 1 2-3 nearly.
In ringing a bell,	- 227 -	- 2 1-4 "
In rowing a boat,	- 248 -	- 2 1-2 "

The usual estimate of the dynamical effect per minute of a horse, called a *HORSE'S POWER*, is 33,000; though Mr. Smeaton estimates it at 22,000.

A horse's power is generally considered equal to the power of six men, and the power of an elephant equivalent to that of six horses.

**THE POWER OF STEAM.**—"A *pint* of water, evaporated by two ounces of coal, swells into two hundred and sixteen gallons of steam, with a mechanical force sufficient to raise a weight of thirty-seven tons, a foot high. By allowing it to expand, by virtue of its elasticity, a further mechanical force may be attained, at least equal in amount to the former.

Five pints of water evaporated by a pound of coke in a locomotive engine, will exert a mechanical power sufficient to draw two tons weight on a railroad a distance of one mile in two minutes.—Four horses in a stage coach on a common road will draw the same weight the same distance in about eight minutes.

Four tons of coke, worth twenty-five dollars, will evaporate water enough to carry, on a railway, a train of coaches weighing about eighty tons and transporting two hundred and forty passengers with their luggage, from Liverpool to Birmingham, and back again, total distance, 190 miles, in four hours and a quarter, each way. To transport the same number of passengers daily by stage coaches on a common road, between the same places, would require twenty coaches and an establishment of three thousand eight hundred horses, with which the journey in each direction would be performed in about 12 hours."—*Dr. Lardner's Lectures.*

THE GREAT LAKES.—The estimated area of country draining into them is 400,000 square miles—the extent covered by the waters of the whole is 93,000 square miles, divided as follows: Ontario, 6,300; Erie, 9,600; St. Clair, 360; Huron, 20,400; Michigan including the Bay, 24,400; Superior, 32,260. The waters of the "Father of Lakes" (Superior) are 628 feet above the level of the sea; which elevation is attained by equal gradations, each lake rising above the previous one, from Ontario to Superior. The surface of the waters of Ontario is 232 feet above the tide water of the St. Lawrence—Erie rises 333 feet above Ontario—St. Clair 6 feet above Erie—Huron and Michigan are 13 feet higher than St. Clair, and Superior rises 44 feet above those.

The St. Clair is by far the shallowest of any of the lakes—the average depth being about 20 feet—Erie averages in depth about 84 feet—Ontario 500—Superior 900—Huron and Michigan 1000, as nearly as can be arrived at. The deepest soundings are found in Lake Huron. Off Saginaw Bay, we are told, leads have sunk 1,800 feet, or 1,200 feet below the level of the Atlantic Ocean, without reaching bottom. Through the Welland Canal the navigation is uninterrupted for the distance of 844 miles from east to west—the distance north and south is, of course, various, ranging from 347 as the extreme distance.—*Southport American*.

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#### THE GOVERNOR'S MESSAGE.

The following remarks, on the subject of education in Ohio, are contained in the Governor's annual message to the General Assembly of this State:

"It is matter of rejoicing to every lover of enlightenment and freedom, that the cause of education, in all its departments, was never more prosperous than during the past year. The common school system is firmly established in the habits and affections of the people, and though falling in many things short of the hopes of the patriot and philanthropist, fully partakes of the progressive spirit of the age, and will not, in the end, fall short of its high destiny, the universal diffusion of useful knowledge. It needs no recommendation of mine to command your cordial and continued support."

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A lady, who had travelled for pleasure, being asked how she was pleased with the Natural Bridge in Virginia, replied, that, "it would be a very nice bridge when it was done, but it was not quite finished when she was there."

This reminds us of the lady who when sailing on Long Island Sound, gravely inquired whether there was any *water* on the other side of the island!

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A lady of wealth put her daughter, who had been pampered by indulgence, under a governess. Upon calling to inquire how her daughter progressed with her studies, she was told, 'Not very well.' 'Why, what is the reason?' 'She wants capacity.' 'Well you know I don't regard expense, you must purchase her one directly.'



## THE UNITED STATES.

The Union now contains, twenty-nine States, five Territories and one District. The States last admitted were Florida, Texas and Iowa. An act has been passed by Congress defining the boundaries of Wisconsin, and another for its admission into the Union, but the people have not yet adopted a Constitution.

The Territories are Wisconsin, Indian, Minnesota, Nebraska and Oregon.

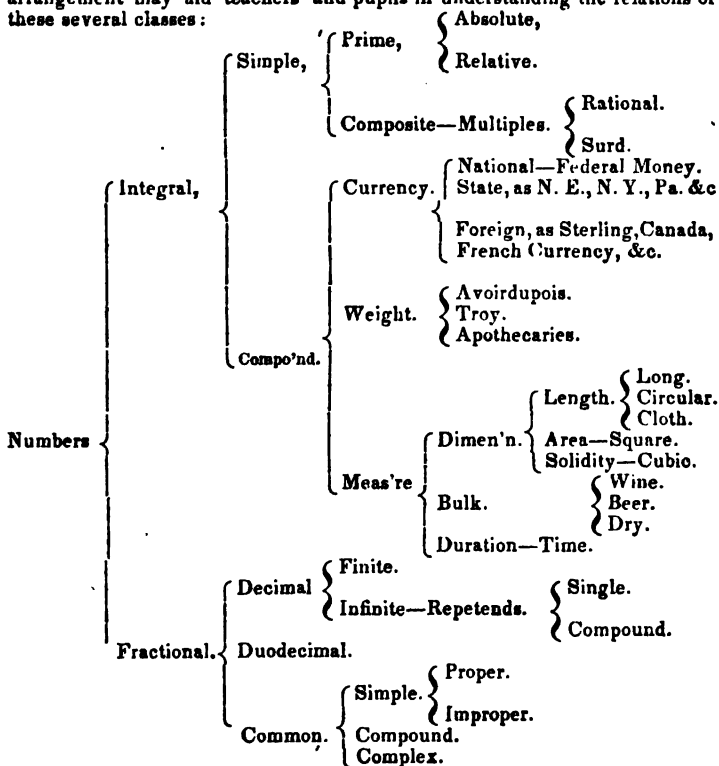
By an act of the Legislature passed during the winter of 1846-7, the Capitol of Michigan is removed from Detroit, and permanently established at Michigan, a small town in Ingham county.

The seat of Government in Alabama, has recently been removed from Tuscaloosa to Montgomery.

The town and county of Alexandria, hitherto forming a part of the District of Columbia, has been retroceded to Virginia, and the District now contains only the part lying on the Maryland side of the Potomac.

## THE CLASSIFICATION OF NUMBERS.

Numbers are classified, as abstract, or concrete ; simple, or compound ; prime, or composite ; integral, or fractional ; rational or surd. The following arrangement may aid teachers and pupils in understanding the relations of these several classes :



### EXAMINATION OF TEACHERS.

The School Examiners for Lake county, have adopted the following method of examining Teachers, at the quarterly meetings of the Board :

The questions in Grammar, Geography, and Arithmetic, and perhaps some other branches, will be prepared beforehand, and a written or printed copy of the same will be presented to each candidate. A *written answer* will then be required from each candidate. Candidates who answer in this way all of the questions correctly, without errors in punctuation, orthography or capital letters in their articles, will receive a **FIRST CLASS CERTIFICATE**, that is, a certificate for two years.

Certificates will be given, as before, for six, twelve and eighteen months each, according to the number of correct answers given to the questions. Unless two-thirds of the questions, *in each branch*, are answered correctly, no certificate will be granted.

After each examination, the questions proposed to the class will be published, together with the names of all teachers who receive a *first class certificate*, or a certificate for two years.

Teachers holding a certificate for a less time than two years, will be permitted to compete for a first class certificate at each quarterly meeting, with the privilege of retaining the one they already hold, in case they fail of obtaining a better one.

At the recent examination held in Painesville, the class of candidates numbered about fifty, ten of whom answered all the questions correctly, and received certificates for two years.

M. F. COWDERY, *Chairman of the Board.*

By a letter from A. H. BAILEY, the County Superintendent of Ash-tabula county, we learn that the School Examiners in that county have also adopted the plan of examining candidates by written or printed questions, and with very satisfactory results.

### TO OUR PATRONS AND THE FRIENDS OF EDUCATION.

This number is sent to all the subscribers to the preceding volume of the Journal, in the hope that they may be disposed to renew their subscriptions and also to solicit other subscribers and forward the subscription price with the names. It is also forwarded to many who have not been subscribers hoping that they may be induced to subscribe and to encourage others to do so.

We are anxious to secure a circulation of four or five thousand copies of the present volume. It is believed, that there is hardly a village or neighborhood in the state in which twelve subscribers could not be obtained if a little effort were made by some active friend of education. We have on hand, quite a number of bound copies of the first and second volumes which we shall gladly forward as premiums to those who make effort in our behalf. We wish also to secure one or more active Agents in every county in the State.

A part of each number will, hereafter, be occupied with advertisements of books &c., but by using smaller type, the volume will contain about the same amount of matter as heretofore.

## NOTICES OF BOOKS &amp;C.

A **UNIVERSAL AND CRITICAL DICTIONARY OF THE ENGLISH LANGUAGE**: to which are added Walker's Key to the pronunciation of Classical and Scriptural Proper names, much enlarged and improved; and a pronouncing Vocabulary of modern Geographical Names. By Joseph E. Worcester LL. D. Boston: Wilkins, Carter & Co. 1847.

A **COMPREHENSIVE LEXICON OF THE GREEK LANGUAGE**, adapted to the use of Colleges and Schools in the United States. By John Pickering, LL. D., Boston: Wilkins, Carter & Co. 1847.

**WINCHESTER'S BOOK-KEEPING**; or the Teacher's Guide. Containing the principles of single entry; embracing a clear, elementary and concise system of keeping accounts, and a new method of instruction; accompanied by a Journal and Ledger for the use of the pupil in which are contained forms of notes, drafts, receipts &c., to be used as writing exercises. By Geo. W. Winchester, Hartford: J. H. Mather & Co.

**ARITHMETIC, DESIGNED FOR ACADEMIES AND SCHOOLS**: uniting the inductive reasoning of the French with the practical methods of the English system, with full illustrations of the method of cancellation. By Charles Davies, LL. D. New York: A. S. Barnes & Co., 1847.

**THE SACRED MINSTREL; OR AMERICAN CHURCH MUSIC BOOK**: a new collection of psalm and hymn tunes. By Virgil Corydon Taylor, Organist and Prof. of Music. New York: Pratt, Woodford & Co.

**AMERICAN HISTORY**; comprising historical sketches of the Indian Tribes; a description of American Antiquities; History of the United States, of the present British Provinces, of Mexico and Texas. By Marcus Wilson. Cincinnati: Wm. H. Moore & Co., 1847.

**SCHOOL HISTORY OF THE UNITED STATES**, containing Maps, a Chronological Chart and an outline of topics for a more extensive course of study. By S. R. Hall and A. R. Baker. Boston: B. B. Mussey.

## MATHEMATICAL WORKS,

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Neither the author nor publishers have attempted the introduction of these works by disparaging the works of others. Let the pretended errors in "School Histories" be carefully examined before any work is introduced that is recommended, by setting forth the faults of its competitors.

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THE DEFINITIONS are clear and exact, and those pertaining to technical and scientific terms are specially valuable to the general reader.

The author has evidently bestowed great labor on PRONUNCIATION. His system of Notation, which is easily understood, and founded on a more complete analysis of the vowel sounds than we have elsewhere met with, together with its plan of exhibiting all the best English authorities in relation to words differently pronounced by different orthoepists, gives to this work important advantages as a Pronouncing Dictionary.

IN ORTHOGRAPHY he has made no arbitrary changes, but where usage is various and fluctuating, he has aimed to be consistent, and to reduce to the same rules words of similar formation.

THE insertion of GRAMMATICAL FORMS AND INFLECTIONS OF WORDS to a much greater extent than they are given in other English Dictionaries, and the short critical notes on the orthography, the pronunciation, the grammatical form and construction, and the peculiar, technical, local, and American use of words interspersed through the volume, give to this work much additional value.

THE copious VOCABULARY OF MODERN GEOGRAPHICAL NAMES, with their pronunciation, and a greatly enlarged and improved edition of Walker's Key to the pronunciation of Classical and Scripture Proper Names, are important appendages to the Dictionary.

A year has passed since this Dictionary was published; and its already extensive use, both among cultivated English readers, and men of wide learning, affords good testimony of its merits. We confidently recommend it as containing an ample and careful view of the present state of our language.

JOHN MCLEAN, LL. D.

Justice U. S. Supreme Court.

PHILIP LINDSLEY,

Pres'd. University of Nashville, Tenn.

N. LAWRENCE LINDSLEY, A. M.

Prof. An. Lan. and Lit., Cumb. Uni., Tenn.

JARED SPARKS, LL. D.

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SIDNEY WILLARD, A. M.

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**To all Teachers and School Committees.**

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JOSEPH SULLIVANT,  
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**Prospectus of the Ohio School Journal.**

The third volume of the OHIO SCHOOL JOURNAL will commence on the first of January, 1848, and be published in Columbus, monthly, in octavo form, each number containing twelve closely printed pages of reading matter, besides notices of books.

The Journal will, as heretofore, be devoted to the promotion of popular education; it will contain the substance of the Annual Report of the State Superintendent of Schools, and the School Laws, of general interest, enacted during the present session of the Legislature. While its main objects will be the diffusion of information on the subject of education and the improvement of the schools and teachers in the State, it will also contain articles of interest and value to parents and the family circle, to the farmer and the mechanic; in short, it will be a repository of useful information for all classes, and being printed in a form convenient for binding, it will be found an interesting paper for monthly reading and a valuable work for future reference.

Post Masters, School Officers, Teachers and the friends of education in general, are earnestly invited to aid in giving it a wide circulation.

Editors, throughout the State, are requested to notice it and publish this prospectus, those who give it an insertion and forward a copy will receive the Journal for the year.

TERMS.—Single copies fifty cents; three copies \$1.00; seven copies \$2.00; twelve copies \$3.00.

BOUND VOLUMES.—Copies of the first and second volume neatly stitched in printed covers can be had, the first for twenty-five, and the second for fifty cents, each.

Any person forwarding \$1.00, free of postage, shall receive the first and second volume and the numbers of the third. Persons sending \$2.00 for seven subscribers shall, if they wish it, receive a copy of the first volume, and those sending \$3.00 for twelve, a bound copy of the second volume.

All orders and communications should be addressed to A. D. LOAN, M. D., Columbus, Ohio.

Mr. H. F. WILCOX, who is constantly traveling in the west has consented to act as general agent for us, and is authorised to appoint local agents and to transact any other business for the Journal.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. III.] COLUMBUS, FEBRUARY, 1848. [No. 2.

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## REPORT OF THE STATE SUPERINTENDENT.

The Annual Report of the State Superintendent of Schools, for the year 1847, has just been printed. This, together with the Appendix, forms a document of more than fifty pages. The Report of the Superintendent occupies twenty-four pages, the topics treated in it are arranged under the following heads:

1. Statistics of schools as reported by County Auditors.
2. An exhibit of the School Funds of the State.
3. School Laws, their defects and the remedies needed.
4. The comparative economy and advantages of common schools.
5. The obstacles to the improvement of our common schools.
6. The means by which these schools may be improved.
7. Teachers' Institutes attended during the past year.
8. Our difficulties and our duty.

The usual tabular statements of the condition of the schools in the several counties, and the moneys apportioned are added, and the appendixes contain extracts from the reports of County Auditors and some valuable information in regard to the public schools of Zanesville, Portsmouth, Cleveland, Sandusky City, and Dayton.

From the tabular statement it appears that not more than two-thirds of the counties have presented any thing like full reports. The following are the statistics as reported:

"Number of whole districts, 5,824; fractional districts, 835.—Number of common schools, 4660; number of teachers—male, 2718, female, 2498; number of scholars enrolled—males 26,914; females 24,934; number of scholars in average daily attendance—males, 42,225½; females, 33,065½; amount of wages paid teachers from public funds—males, \$129,186 71; females, \$48,961 42; amount paid teachers from other sources than public funds—males \$26,676 68; females, \$12,124 71; number of months common schools have been taught—by males, 18,746½; by females, 7,757. Number of school houses built during the year, 169; cost of school houses built and repairs, \$35,364 17; amount of building fund raised by tax this year, \$30,269 77; tax from county duplicate, \$137,867 62 5; interest on proceeds of Section 16, \$26,150 42 8; rent of Section 16, \$3,144 73; Virginia Military school fund, \$7,958 81; United States Military school fund, \$4,297 32 1; Con-

necticut Western Reserve school fund, \$4,191 35; State common school fund, \$53,331 71 5; from other sources, \$455 55.

This abridgment constitutes the sum total of the statistics, which may be seen in one of the tabular statements appended to this report."

The sum, derived from various sources, to be apportioned for School purposes, to the several counties in the State, for the year 1848, is \$289,985; from which it appears that the School Funds are slowly increasing, this sum being greater by \$1,825 than the sum apportioned in 1847, nearly \$3000 more than was apportioned in 1846, and more than \$8000 greater than the apportionment for 1841.

The most important amendments to the school laws proposed, are provision for the appointment of County Superintendents of Schools, and some efficient enactment for securing full returns from all the school districts in the State.

The economy of educating children in common schools, and the wisdom of making ample provision for the proper education of all the youth of the State through this instrumentality, are clearly shown by facts and statistics.

Among the obstacles to the improvement of our schools are named,

First. The want of suitable school houses, yards, and other accommodations.

Second. The neglect of parents and guardians to visit the schools which their children attend.

Third. The inadequate appropriations made for the support of schools, and the neglect of school officers to perform their duties.

Fourth. The employment of incompetent teachers.

Fifth. The want of any efficient means for diffusing information on the subject of schools and popular education, among all classes of the community, and especially among those employed in the administration of the school system.

The means recommended for the improvement of our schools under the existing system and laws, are, the creation of the office of County Superintendent of Schools, and the appointment of men qualified for the discharge of the duties of the office, whose whole time shall be devoted to the promotion of the cause of education, and who shall be respectably paid for the faithful discharge of their duty.

The plan of assembling the teachers of our schools in Teachers' Institutes, receives the cordial approbation of the Superintendent, and the Report contains an account of the Institutes attended in the State during the past year, which is substantially the same as that found in the last number of the second volume of the Journal.

The Report contains much valuable statistical and other information, and some portions of it will probably be published entire in the Journal. But as the Legislature have ordered an edition of 10,000 copies for their use, and any person who may wish, can, obtain an entire copy of it, free of expense, by writing to a member of the Legislature, it is not deemed advisable to reprint the whole Report.



## STATE TEACHERS' CONVENTION.

Owing to a press of duties at home it was not possible for us to attend this Convention, the call for which was published in the December number of the Journal. From the following account of the doings of the Convention, and of the Executive Committee of the Association there formed, it will be seen that a most important movement is planned, and that every effort will be made to carry it forward with zeal and energy.

We trust that Editors of papers in the counties to which the Circular Letter of the Executive Committee is addressed, will, at an early day, publish the letter, and urge upon the friends of education, the importance of availing themselves of the offer of the Committee; and we earnestly hope that every Editor in the State, will, at least, give notice of the formation of this Association, and publish the address to the friends of education commencing on the twenty-first page of this number.

The proceedings are of such importance to the interests of education in the State, that no apology is needed for occupying so large a portion of this number with the Report which is copied, with some abridgment, from the "Free School Clarion."

## OHIO STATE TEACHERS' ASSOCIATION.

Pursuant to a notice issued by a committee appointed for that purpose by Institutes held in various sections of the State during the past fall, delegates representing eleven counties, assembled at Akron on the 30th of December last, to organize a State Teachers' Association, and adopted the following Constitution.

### PREAMBLE.

As a means of elevating the profession of Teaching, and of promoting the interests of schools in Ohio, we, whose names are affixed, associate ourselves together under the following

### CONSTITUTION:

ART. 1. This Association shall be called the Ohio State Teachers' Association.

ART. 2. The officers of this Association shall be a President, twenty one Vice Presidents, a Recording Secretary, a Corresponding Secretary, and an Executive Committee, to consist of seven persons.

ART. 3. It shall be the duty of the Chairman to preside at all meetings of the Association. In case of vacancy or his absence, it shall be the duty of any one of the Vice Presidents to perform the same duty.

ART. 4. It shall be the duty of the Recording Secretary to perform the usual duties devolving upon such officer.

ART. 5. It shall be the duty of the Corresponding Secretary to correspond with associations of a similar character, to correspond with individuals, under the direction of the Executive Committee.

He shall further keep a full copy of communications from and to him, in a book provided for that purpose; keep such correspondence on file, and report his correspondence when called upon to do so at any regular meeting of the Association.

ART. 6. It shall be the duty of the Treasurer to receive and keep all funds belonging to the Association, and pay out the same only on orders from the chairman of the executive committee. He shall keep a faithful account of all moneys received and expended, in a book to be provided for that purpose, and report the condition of the finances when called upon to do so at any regular meeting.

ART. 7. The Executive Committee shall carry into effect all orders and resolutions of the Association, and shall devise and put into operation such other measures not inconsistent with the object of this Association, as it shall deem best. It shall fix the time and place for holding all regular meetings of the Association, and shall appoint at least an annual meeting each year, secure speakers, and arrange business to come before the Association. It shall keep a full record of its proceedings, and present an annual report of the same to the Association.

ART. 8. The Executive Committee shall hold its first meeting as soon after election as practicable. Four members of said committee shall constitute a quorum for business, and afterwards may meet on its own adjournment or appointment.

ART. 9. All funds raised for the Association shall be by voluntary contribution, and shall be expended under the direction of the executive committee through its chairman.

ART. 10. Any Teacher or active friend of education, male or female, may become a member of this Association by subscribing to this constitution, each male member paying to the Treasurer the sum of one dollar.

ART. 11. Delegates appointed to attend the meetings of this Association, by county Associations, whose object is in unison with ours, shall be considered as honorary members.

ART. 12. The officers of this Association shall be chosen by ballot at the annual meetings of the Association, and shall hold their offices for one year, or until their successors are elected.

ART. 13. This Constitution may be altered or amended by a majority of the members present at any regular annual meeting, where notice of such intended alteration shall have been given at the preceding regular meeting.

The Constitution having been circulated for signatures, the Association proceeded to elect officers by ballot. The following gentlemen were elected for the ensuing year:

*President,*

SAMUEL GALLOWAY, of Franklin.

*Vice Presidents,*

P. DAWLEY, of Stark.

A. A. SMITH, of Ashtabula.

A. FREESE, of Cuyahoga.

R. R. SLOANE, of Knox.

C. C. GILES, of Warren.

MR. WILLIAMS, of Clark.

MR. BLAKESLEE, of Williams.

B. ROUSE, of Lucas.

E. E. BARNEY, of Montgomery.	J. HALL, of Huron.
L. TENNEY, of Washington.	H. G. BLAKE, of Medina.
J. B. HOWARD, of Muskingum.	A. GILBERT, of Columbiana.
A. D. LORD, of Franklin.	MR. BENNET, of Miami.
J. R. DOIG, of Wayne.	WM. FINLEY, of Ross.
P. S. SYMES, of Hamilton.	E. S. STANTON, of Jefferson.

*Recording Secretary*—T. W. HARVEY, of Geauga.

*Corresponding Secretary*—M. D. LEGGETT, of Summit.

*Treasurer*—WILLIAM BOWEN, of Stark.

*Executive Committee,*

M. F. COWDERY, of Lake.

L. ANDREWS, of Ashland.	J. HURTY, of Richland.
M. D. LEGGETT, of Summit.	F. W. TAPPAN, of Portage.
J. NICHOLS, of Lake.	H. K. SMITH, of Summit.

The committee appointed to prepare an address, expressive of the views of the convention, submit the following;

*To Teachers and Friends of Education in Ohio.*

We address you with the conviction that the office of Teacher, is second, in importance, to none in community. Its duties and its influences may be imperfectly appreciated, its highest excellence may not often be witnessed, still, its nature and its relations remain the same. The most sacred interests of individuals are confided to its keeping, the most momentous elements of society are intrusted to its guardianship. Does any patriot or philanthropist desire to know to what moral independence the next generation of men may arise, or what intelligence shall guide the highest interests of the State, when he shall have passed from the scene of duty and action? Does any father desire to know what influences may surround his children when he shall be sleeping in the dust?

Let such study the character and principles of the present Teachers of the land. These are the true representative men of the next generation. The qualities of mind and heart, now so little regarded in them, are to be transfused into those under their care, and soon are to be reproduced in the men and women who may succeed them. Their characters are to be wrought into the children of the state. Their influences are to penetrate the inmost being of every child, their teachings to determine, in a great measure, his destiny.

As teachers, therefore, we feel that our profession is worthy of our highest regards; that it is entitled to our best sympathies and energies. We would not undervalue other professions and pursuits. We honor all who labor in any useful calling, and do their duty well. But, from all others, we turn to the noble profession of teaching with a pure satisfaction and a deep and abiding reverence.—Here, inspiring anticipations stimulate us to exertion. Here, the fair pages of science and philosophy open, most invitingly before us. At variance with no party or sect, or cast, or creed, we may here, cherish and inculcate the sublimest truths of morality and religion. Aloof from the theatre of partisan warfare, we may nourish those

virtues and principles by which honored names have made our country illustrious.

We look, then, with earnest solicitude upon the present condition of our profession and upon all means tending to its elevation.— There are questions which teachers themselves must consider and decide. To be eminently useful, they must understand their true position; they must be conscious of the far-reaching influence of their labors, and be able to convince others that they are identified with the substantial interests of mankind.

Further, they must, by their disinterestedness, faithfulness, and devotion, take the question out of the hands of all men, what rank their profession shall hold in society. How shall these objects be accomplished? At the present time we look to teachers' associations for important aid. These may do much for self-improvement, and for professional success. New resolutions are formed, new energies are awakened, and new confidence felt in the importance of our labors, by meeting with those engaged in similar pursuits.

Especially are they useful in discussing all measures connected with the interests of schools, and in carrying on educational reforms. It must be obvious that there are important principles and measures connected with the Teachers' profession, and the cause of education, to be discussed. Even where most attention has been given to those subjects, much is unsettled, much remains to be considered. These can best be considered by an association of intelligent, practical teachers. Such associations at present exist in many counties of the State, and their utility is generally felt. But an association which would extend its operations and influence over the state, it is believed would be still more useful. By concentrating the efforts and influence of the teachers of the state, we might hope to see only the best measures adopted, and those, vigorously prosecuted and sustained. Especially is such an organization needed at the present crisis. We believe an educational reform has been fairly commenced in our state, and if teachers and friends of education are vigilant, five years need not elapse, before the character of the common schools in Ohio shall be essentially changed for the better.

With the view, therefore, of promoting both the interests of the teachers' profession, and the cause of common schools, a STATE TEACHERS' ASSOCIATION has been organized, and is about to commence operations. That such an association will meet the approval of teachers in all parts of the state, and that they will unite their efforts with ours in sustaining it, is our most earnest wish. That it may accomplish the high objects for which it is formed, we most sincerely hope. That it will have a salutary and speedy influence upon the teachers and schools of the state, we cannot permit ourselves to doubt. We are conscious that great labor is before us. To awaken, or change public sentiment, in a great degree, is no easy task. Yet this is labor which teachers must perform. To prepare the public mind for wise and liberal provisions for the improvement of schools, is one of the first duties to be undertaken. It is a judicious and well settled maxim with legislators, that it is unwise and unsafe to enact laws, however salutary, in advance of pub-

lic opinion. A disastrous reaction is almost the certain consequence. However enlightened their own judgments may be on subjects of the first importance, the best statesmen do not feel authorized to adopt measures which are not demanded, or will not probably be sanctioned by the people.

The safest and most enlightened policy then, for those who wish well for their cause is, *to create a demand* for such legislative provisions as may be most needed. With respect to schools, this labor is appropriately ours to perform. Great it may be, very great; still it is a happy and gratifying one, and if faithfully accomplished, must produce the most important and lasting results.

We propose, therefore, as speedily as possible, to examine and discuss, respectfully and courteously, yet vigilantly and independently, all measures and principles of interest to teachers and schools, aside from local considerations or private interests. To sustain and defend what is excellent in our school system or schools, will be our highest pleasure. To prepare the way for introducing improvements where they are needed, will be our next duty. This it seems to us is the safest method of conducting our reform, and the one most likely to save all wise legislation from opposition or subversion by prejudice, and from the influence of political partisanship.

In conclusion, we earnestly invite all Teachers and friends of Education in Ohio to co-operate with us in this movement. By our faithful and well directed efforts and labors, and by our united influence and counsels, we promise ourselves the high satisfaction of soon beholding our beloved state taking as high a rank in all the means for promoting virtue and true nobleness, as she now holds in all other elements of greatness and prosperity.

M. F. COWDERY,  
L. ANDREWS,  
M. D. LEGGETT.

## PROCEEDINGS OF THE EXECUTIVE COMMITTEE.

### *To Teachers and Friends of Education in Ohio.*

The OHIO STATE TEACHERS' ASSOCIATION, recently organized at Akron, will hold a meeting early in June next, at Dayton, and early in September, at Columbus.

All Teachers and friends of Education in Ohio are invited to attend these first meetings of the Association.

County Teachers' Associations, and all Educational Societies are requested to appoint delegates to attend the Association at Dayton. Measures of great importance to the Teachers' profession, and to the Schools of Ohio, will be brought before the Association for discussion.

Subjects connected with the interests of Schools have been assigned to Teachers and other gentlemen residing in different parts of the state, for report.

Addresses will be secured from gentlemen interested in the prosperity of the schools of the state. The day of the meeting will soon be fixed, due notice given, and the names of the speakers announced.

The persons below named, are appointed to prepare reports to be read before the association on the following subjects:

*Teachers' Profession.*—J. Nichols, Lake County; A. A. Smith, Ashtabula co; P. Dawley, Stark co.

*School System of Ohio.*—M. D. Leggett, Summit co; J. Hurty, Richland co; S. Clapp, Geauga co.

*School Houses and School Apparatus.*—H. K. Smith, Summit co; S. Miller, Stark co; J. H. Crouse, Ashland co.

*Moral Instruction.*—J. R. Doig, Wayne co; D. Branch, Geauga co; A. Stacey, Lake co.

*Physical Education.*—J. M. Howe, Muskingum co; P. Dawley, Stark co; J. Walker, Ashland co.

*Mental Discipline.*—R. R. Sloan, Knox co; M. Montgomery, Ashland co; J. Ingram, Ashland co.

*Reading and Elocution.*—T. W. Harvey, Geauga co; A. W. Nason, Erie co; J. Ogden, Ashland co.

*Best Method of Teaching English Grammar and Elementary Sounds.*—A. D. Lord, Franklin co; A. Freese, Cuyahoga co; J. P. Finley, Ashland co.

*Best Method of Teaching Arithmetic, Mental and Written.*—A. Freese, Cuyahoga co; A. Holbrook, Cuyahoga co; B. W. Lewis, Richland co.

*Best Method of Teaching Geography, and Drawing Maps.*—W. G. Darley, Trumbull co; H. Speucer, Geauga co; F. Bailey, Ashtabula co.

*Linear Drawing.*—J. B. Howard, Muskingum co; L. P. Marsh, Delaware co; E. M. Parrit, Wayne co.

*Penmanship.*—J. Boothe, Ashland co; J. C. Taylor, Wayne co; Wm. Mitchell, Holmes co.

*Vocal Music in Schools.*—Miss Betsey M. Cowles, Ashtabula co; Mrs. N. H. Stevens, Montgomery co; Miss J. M. Becket, Ashland county.

*Female Teachers; their Qualifications and Compensation.*—Miss C. E. Beecher, Hamilton co; Miss R. B. Tenney, Lake co; Miss S. E. Woodruff, Richland co.

*Civil Polity in Common Schools.*—J. Rankin, Ashland co; C. D. Wilber, Geauga co; N. Sackett, Holmes co.

*Physiology and Laws of Health.*—A. D. Lord, Franklin co; J. M. Hathaway, Geauga co; E. W. Bailey, Ashtabula co.

*Mental Philosophy.*—L. W. Hall, Portage co; H. Benton, Geauga co; N. A. Gray, Muskingum co.

*Union Schools.*—Hon. E. Lane, Erie co; H. Childs, Cuyahoga co; J. Hall, Huron co.

*Phonography and Phonotopy.*—Amos Gilbert, Columbiana co; J. H. Seymour, Columbiana co; A. McGreggor, Stark co.

*Teachers Institutes.*—Wm. H. Nye, Ashtabula co; J. Cowles, Lake co; C. C. Giles, Warren co.

*School Government.*—H. Benton, Geauga co; O. L. Castle, Muskingum co; N. Boles, Stark co.

*Normal Schools.*—A. A. Smith, Ashtabula co; Wm. McClintock, Geauga co; Wm. G. Clark, Medina co.

*History of Education in Ohio.*—W. Bowen, Stark co; L. Tenney, Washington co; E. E. Barney, Montgomery co.

*Prussian School System.*—S. H. Bushnell, Trumbull co; J. W. Davidson, Muskingum co; J. L. McGaw, Stark co.

*School Libraries.*—A. H. Bailey, Ashtabula co; L. S. Hubbard, Portage co; — Foster, Medina co.

*Teachers' Libraries.*—Z. C. Graves, Ashtabula co; M. D. L. Niece, Geauga co.

*Principles of Teaching.*—E. E. Barney, Montgomery co; C. Davenport, Hamilton co.

*Text Books on Arithmetic.*—M. D. Leggett, Summit co; B. Rogers, Portage co.

*Text Books on Grammar.*—A. D. Lord, Franklin co; J. McCormick, Ashland co; C. F. McWilliams, Clark co.

*Text Books on Geography.*—J. Nichols, Lake co; A. H. Bailey, Ashtabula co.

*On School Examinations; their Importance, and the Best Method of Conducting them.*—A. E. Stevens, Montgomery co; Z. M. Chandler, Muskingum county.

It is expected that the chairman of the above committees, residing in the interior, south and west parts of the State, will be prepared to present their reports at the meeting at Dayton. If they cannot attend in person, the reports may be forwarded to the chairman of the Executive Committee, to be read by the Secretary. Reports not presented at Dayton, may be prepared for the meeting at Columbus.

It is the design of the Executive Committee, that the subjects assigned, should be considered in relation to their bearing and influence on Common Schools, and, when read and approved by the Association, that they should be considered the property of the Association, to be published in a volume, or in any other way, at the discretion of the Executive Committee.

The Committees on Text Books are requested to make *full reports* on the subjects assigned to them. The members of the Association desire that the reports should be made upon the following plan:—Let the Committees secure all the Text Books in their power on the subjects assigned to them, and compare the works, article with article, subject with subject, and state explicitly in their reports in what respect each work is meritorious, and each deficient.

Publishers of Books, Book Sellers, and Book Agents, are requested to furnish the Chairmen of these Committees with copies of their works. From our knowledge of the abilities of these chairmen, we do not hesitate to pledge a thorough and impartial review of works placed in their hands. Other text books will be examined as soon as our further acquaintance with the Teachers of the State will justify us in selecting the committees.

Further arrangements with respect to the first meeting of the

Association will be announced in the Educational papers of the State.

Teachers connected with Associations and public schools who are willing to co-operate with us, are requested to forward a catalogue of their Institutions, or their post office address, to the Chairman of the Executive Committee, Kirtland, Lake county, Ohio, as soon as may be consistent.

M. F. COWDERY, *Ch'n. Ex. Com.*

Akron, O., Jan. 1, 1848.

The following CIRCULAR LETTER of the Executive Committee is designed especially for circulation in the counties named below. Editors of papers in these counties are requested to publish it, and call the attention of their readers to its objects. Clergymen, and all friends of education in these counties, are earnestly solicited to co-operate in the plans proposed.

(CIRCULAR LETTER.)

*To Teachers and School Examiners in the Eastern and Southern Counties of Ohio.*

The Executive Committee of the STATE TEACHERS' ASSOCIATION, recently organized at Akron, has made arrangements to hold *Teachers' Institutes* in forty counties of the State, between the first day of March and the first day of June next. The services of gentlemen who have experience in this class of schools, have been secured to visit the counties named below, and hold an Institute for one week in each, should Teachers and others co-operate with us in the measure.

The following are the counties designated by the committee and the time fixed for commencing the session in each.

Mahoning,.....	March	6	Wayne,.....	March	6
Columbiana,.....	"	13	Holmes,.....	"	13
Carroll,.....	"	20	Tuscarawas,.....	"	20
Jefferson,.....	"	27	Coshocton.....	"	27
Harrison,.....	April	3	Guernsey,.....	April	3
Belmont,.....	"	10	Muskingum,.....	"	10
Monroe,.....	"	17	Morgan.....	"	17
Washington,.....	"	24	Perry,.....	"	24
Athens,.....	May	1	Hocking.....	May	1
Meigs,.....	"	8	Jackson.....	"	8
Gallia,.....	"	15	Pike,.....	"	15
Lawrence,.....	"	22	Scioto.....	"	22
Ashland,.....	March	6	Fayette.....	"	17
Richland,.....	"	13	Clinton,.....	"	24
Knox,.....	"	20	Ross,.....	May	1
Licking.....	"	27	Highland,.....	"	8
Fairfield,.....	April	3	Brown,.....	"	15
Pickaway.....	"	10	Clermont,.....	"	22

It is the intention of the Executive Committee to make further arrangements for holding Institutes in other counties of the State as soon as practicable.



The object of Teachers' Institutes is to present to Teachers a brief course of instruction in all of the branches usually taught in Common Schools, to discuss the best methods of illustrating principles, imparting instruction, governing and classing schools, and, if possible, to convince both Teachers and citizens of the immeasurable importance of furnishing the best possible education to *all* the children of the State.

The utility of such schools has been fully tested in our own and other States, and, in view of their importance, it is hoped that every county in Ohio may soon have a session of at least a week for such a School.

The condition upon which the committee can secure Instructors to hold Institutes in the above named counties, is, that thirty dollars shall be raised to pay for the services of two instructors for a week. When a class can be formed, numbering fifty and upwards, the expense would be but a trifle for each; so little that it is believed that no county will hesitate on account of the expense. It is very desirable that each county should furnish at least one or two of its most competent teachers to attend regularly through the week, and give instruction in some department of science. Public spirited teachers are usually ready to attend institutes in their own county in this way, without charge for their services. Incidental expenses for fuel or lights, must be paid by the class. It is important that the subject should be taken into immediate consideration, that the Chairman of the Executive Committee may be informed whether the proposals made are accepted. Any further information that may be desired with respect to these schools, or the method of conducting them, will be furnished by applying to any member of the Executive Committee.

It is suggested, that counties, feeling an interest in this subject, should instruct their representative in the Legislature to have their county included among those allowed to make appropriations from the public fund to pay the expense of holding a Teachers' Institute annually.

M. F. COWDERY, *Ch'n. Ex. Com.*

All communications to the Chairman are to be addressed to Kirtland, Lake county, Ohio.

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### FRANKLIN COUNTY EDUCATIONAL SOCIETY.

In compliance with a call issued by several gentlemen in the eastern part of this county, a number of teachers and friends of education assembled at Reynoldsburg, on the 30th of December last, for the purpose of forming a County Educational Society. Two addresses were delivered, sundry resolutions were discussed and adopted, and a County Society was formed, which is to hold its first annual meeting in Columbus on the 5th of February, inst.

**THE SCHOOL ROOM.**—In addition to the regular exercises and recitations, every Teacher should aim to communicate, orally, to his school, some valuable information every day, and if possible, in connexion with every recitation. This may consist of facts in history or biography, or illustrations of the principles of science, and their applications to the arts, or of items of general intelligence. These he should endeavor to communicate in an easy, agreeable and entertaining manner. To furnish himself with these items of information, every Teacher should take and read at least one paper devoted to the promotion of education. We should be glad to have on our list of subscribers the name of every Teacher in the State, and it is probably known to our readers that they can obtain both the "School Friend" and the "Western School Journal," without expense, except for postage, by sending their names and address to the publishers at Cincinnati.

**DEATH OF MR. PAGE.**—Since the publication of our last number, we have learned the painful intelligence of the death of David P. Page, A. M., the excellent Principal of the New York State Normal School. Mr. Geo. R. Perkins, A. M., late Prof. of Mathematics in the same Institution, has been appointed his successor.

**EDUCATIONAL PAPERS AND DOCUMENTS.**—Several new papers and a number of valuable documents have come to hand, which we shall take pleasure in noticing at the earliest opportunity.

**PROSPECTS OF THE JOURNAL.**—We are under many obligations to our friends in different parts of the State for their prompt and energetic action in our behalf. The prospects of the Journal have never been so favorable as at the present time. Still a large addition to our subscription list is needed. We hope our friends will not in the least relax their efforts.

**WEBSTER'S QUARTO DICTIONARY.**—This edition embraces all the important matter of the other editions, with very great additions and improvements, and is issued in a single beautiful volume, crown quarto, of 1451 pages, and is offered we understand, at six dollars. The mechanical execution of the work is singularly neat, and even beautiful; and it is without example, in the history of American book-making, that a work of this magnitude, and designed for extensive circulation among people of all classes, should be issued in a form so attractive.

It is rarely we are permitted to notice a work of such interest and importance, as this. Without doubt this is the best Dictionary of the English language; and if tested by the essentials of *perfection*, it is eminently deserving of the name.

One thing is most certain, that no other Dictionary has been prepared with an aim so high and so just; and by labor so persevering and so life-long.

The American who cherishes the honor of the literature of his country, may with good reason be proud of this dictionary, and regard with ardent enthusiasm every effort to give it additional value, and a more extended circulation. The fact that such a work has been produced in this country, a work which can be sent to the mother country as a Thesaurus in that common language which unites the mother and the daughter land, more valuable than any which England has produced with all her leisure, her libraries, and her means of research, is fitted to give us a just pride in the past, and an ardent hope for the future.—*The Literary World.*

## NOTICES OF BOOKS, &amp;C.

AN AMERICAN DICTIONARY OF THE ENGLISH LANGUAGE, containing the whole vocabulary of the first edition in two volumes quarto; the entire corrections and improvements of the second edition in two volumes, royal octavo; to which is prefixed an Introductory Dissertation on the Origin, History, and Connexion of the Languages of Western Asia and Europe, with an explanation of the principles on which languages are formed. By NOAH WEBSTER, LL. D. Revised and enlarged by Chauncey A. Goodrich, Prof. in Yale College. Springfield, Mass., G. and C. Merriam. 1848.

PRACTICAL PHYSIOLOGY; for the use of schools and families. By Edward Jarvis, M. D. Philadelphia: Thomas, Cowperthwaite & Co. 1847.

A PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE; in which Words, Phrases, and Sentences are classified according to their offices and their relation to each other. Illustrated by a complete system of Diagrams. By S. W. CLARK, A. M., New York: A. S. Barnes & Co. 1847.

LEAVITT'S READING SERIES. I. Primer. II. Leavitt's Easy Lessons in Reading. III. Leavitt's Reading Lessons. IV. Leavitt's Lessons in Reading and Speaking. By Joshua Leavitt. Boston: John P. Jewett & Co. 1847.

A GRAMMAR OF THE ENGLISH LANGUAGE; adapted to the Schools of America. By Joseph A. Chandler. Philadelphia: Thomas, Cowperthwaite & Co. 1847.

## PICKERING'S COMPREHENSIVE LEXICON OF THE GREEK LANGUAGE.

Adapted to the use of colleges and schools in the United States, by JOHN PICKERING, LL. D., President of the American Academy of Arts and Sciences; Corresponding Member of the Royal Academy of Sciences at Berlin; of the Antiquarian Society of Athens, &c., &c., 1 vol. 8vo, 1468 pages. Price \$3 75.

In a notice of this work by Prof. Felton, of Harvard University, he says—"This Lexicon in its present form is in every respect an excellent one. It does great honor to the ability, unwearied industry, and vast attainments of its author. It is particularly adapted to the range of Greek works studied in the schools and colleges of the United States; and American editions of the classics have been specially referred to."

From the North American Review—"This work, we believe, will be found to be the best Greek Lexicon in the English language for the use of schools and colleges."

Professor Robinson of New York, says—"There can be little hazard in pronouncing the Lexicon of Mr. Pickering to be the best extant for the use of Colleges and Schools in the United States; for which, indeed, it has been specially prepared. Within the last few days one of the best Greek editors and critical scholars in the country, himself a practical teacher, has expressed to us his opinion that a young man at school or in a college, who uses Pickering's Lexicon, will usually get his Greek lessons with greater ease and accuracy, and in far less time, than by the aid of any other Greek Lexicon."

From Rev. Dr. Bullion, Professor of Greek in the Albany Academy, author of a Greek Grammar, &c.—"In respect of fulness, it (Mr. Pickering's Lexicon), contains all the information that the advanced student will ordinarily need; and at the same time, by the insertion of the oblique cases of irregular nouns, and the parts of irregular verbs in alphabetical order, to a much greater extent than is usual, it is peculiarly adapted to the wants of the young student. The work should command, and probably will have, an extensive circulation."

Published by WILKINS, CARTER & CO., No. 16 Waterstreet, Boston, and for sale by I. N. WHITING & HUNTINGTON, and J. R. SCROGGS, Columbus; W. B. SMITH & CO., and BRADLEY & ANTHONY, Cincinnati.

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## NEW TEXT BOOKS FOR SCHOOLS.

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BY R. G. PARKER, A. M.,

Author of

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### PARKER'S FIRST LESSONS IN NATURAL PHILOSOPHY.

*Designed for Young Beginners, illustrated with numerous Diagrams and Engravings.*

THE above work will be ready the 1st of March, and is commended to the examination of Teachers and friend's of education generally.

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THIS work will be published the 20th of February, and will be found to be a full and complete treatise upon Natural Philosophy, for the use of Schools and Academies.

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### THE SCIENCE of the ENGLISH LANGUAGE. CLARK'S NEW GRAMMAR. A PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE, IN WHICH WORDS, PHRASES and SENTENCES Are classified according to their offices, and their relation to each other.

ILLUSTRATED BY A COMPLETE SYSTEM OF DIAGRAMS.

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This work is just published, and is recommended to the examination of all who are interested in this department of Science.

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This series of books was compiled by Mr. William D. Swan, Principal of the Mayhew Grammar School, Boston, and the books are used in the principal schools of Boston, Cambridge, Salem, &c., and they have been very extensively introduced into the Middle and Eastern States.

### CHANDLER'S COMMON SCHOOL GRAMMAR.

*A Grammar of the English Language, adapted to the use of the Schools of America; by JOSEPH R. CHANDLER, Editor of the United States Gazette, 12mo. pp. 208: price 38 cts.*

THIS work, published but a few months since, has already been introduced into many of the public and private schools throughout the Union, and is rapidly winning its way to popular favor. Want of space prevents the insertion of all the recommendations received. One will be sufficient to call attention to the work, and bespeak for it a candid examination.

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The undersigned having examined Chandler's English Grammar with a view to ascertain its adaptation to the purpose of teaching, take great pleasure in recommending the same as a work of superior merit.

The prominent features which seem to recommend the book strongly to the undersigned are, first, the system of commencing the study with the business of inductive parsing; the introduction of the different parts of speech progressively; with a correct reference to definitions, together with the uniform simplicity of explanation.

It is the only text book on this subject now in use in Ward School No. 19, containing over twelve hundred pupils.

W. D. KIBB, Principal Male Department Ward School No. 19.

J. D. DEMITT, Assistant do do

G. W. PETIT, do do

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The above works are for sale by I. N. WHITING & HUNTINGTON, Columbus; and J. F. DESILVER, Cincinnati. Teachers and Committees will be furnished with copies for examination on application to Mr. Desilver, 112 Main street, Cincinnati.

**To all Teachers and School Committees.**

**WALKER'S NEW DICTIONARY.**

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A CRITICAL PRONOUNCING DICTIONARY AND EXPOSITOR OF THE ENGLISH LANGUAGE, in which the meaning of every word is explained, and the sound of every syllable distinctly shown. To which is prefixed an Abstract of English Pronunciation, and directions to foreigners for acquiring a knowledge of the use of this Dictionary. By JOHN WALKER, author of the "Elements of Elocution," "Rhyming Dictionary," &c. &c. Abridged for the use of Schools, by an American Citizen. Published and for sale by

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**Prospectus of the Ohio School Journal.—Vol. III.**

The third volume of the OHIO SCHOOL JOURNAL will commence on the first of January, 1848, and be published in Columbus, monthly, in octavo form, each number containing twelve closely printed pages of reading matter, besides notices of books.

The Journal will, as heretofore, be devoted to the promotion of popular education. It will contain articles of interest and value to parents and the family circle, to the farmer and the mechanic; in short, it will be a repository of useful information for all classes, and being printed in a form convenient for binding, it will be found an interesting paper for monthly reading and a valuable work for future reference.

Post Masters, School Officers, Teachers and the friends of education in general, are earnestly invited to aid in giving it a wide circulation.

Editors, throughout the State, are requested to notice it and publish this prospectus, those who give it an insertion and forward a copy will receive the Journal for the year.

TERMS.—Single copies fifty cents; three copies \$1.00; seven copies \$2.00; twelve copies \$3.00.

BOUND VOLUMES.—Copies of the first and second volume neatly stitched in printed covers can be had, the first for twenty-five, and the second for fifty cents, each.

Any person forwarding \$1.00, free of postage, shall receive the first and second volume and the numbers of the third. Persons sending \$2.00 for seven subscribers shall, if they wish it, receive a copy of the first volume, and those sending \$3.00 for twelve, a bound copy of the second volume.

All orders and communications should be addressed to A. D. LORD, M. D., Columbus, Ohio.

Mr. H. F. WILCOX, who is constantly traveling in the west has consented to act as general agent for us, and is authorised to appoint local agents and to transact any other business for the Journal.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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Vol. III.] COLUMBUS, MARCH, 1848. [No. 3.

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## THE TEACHERS' PROFESSION IN OHIO.

It must be evident to those who watch the movements which have been made in the cause of education, within the last year or two, that, whatever may now be thought of it, the business of teaching is destined to be regarded as a profession in Ohio, and that at no very distant day.

The formation of Teachers' Institutes and Educational Societies in so many counties, the practice of giving instruction to those preparing to teach, in so large a number of academies and other schools, the recent movements made by the School Examiners in several counties, the introduction of Union Schools into many of our villages and more densely populated districts, the better organization of Public Schools, in our larger towns and cities, the demand, already existing, in many parts of the State, for better qualified Teachers, the recent extension of the "Act to encourage Teachers Institutes," and the formation of a State Teachers' Association, (which, if rightly conducted, may do more than any other agency, hitherto employed, for the elevation of the employment in question,)—all these furnish unquestionable proof that a brighter day awaits this profession in Ohio.

In view of these considerations, we have no hesitation in saying to young men, of high intellectual and moral character, who are anxious to do good, and looking forward to some employment in which they may benefit their fellow men, while they secure a livelihood for themselves, that this occupation, even now, opens a wide field for usefulness, and gives to all who are well qualified for it, promise of employment, at respectable wages. Already are the people, in many of our towns and villages, paying from three to five hundred dollars or more, per year, to competent teachers.—Though these salaries may seem meagre, hardly adequate to the maintenance of a family, and not sufficient to lure those who are looking forward to the rapid acquisition of wealth, still, will they not compare favorably with those received by the great majority of the professional men in our State? For example, how many of the ministers in Ohio receive more than four, or five hundred dollars per year, in cash? Probably the nominal salary of but a small

proportion of the whole number is more than four, or five hundred, and, doubtless, the number of those whose nett receipts are less than three hundred, is greater than that of those who receive more than four hundred, per annum.

True, the professions of Law and Medicine open a prospect for the acquisition of wealth if one is eminently successful. but how many of our practicing physicians, or of those who have been admitted to the Bar, (and practice when they can get employment,) receive an annual income of more than three, or four hundred dollars?

While, then, we are decidedly in favor of making the business of teaching equal with the other learned professions, both in respectability and as an employment to be relied upon as a means of support, we firmly believe that any young man, of the character before named, who will qualify himself for teaching, by the expenditure of as much time and money as would be necessary to secure the degree of M. D., may safely rely upon the prospect of as good a livelihood from this employment, as he could reasonably expect from any one of the other professions, thronged as are those of Law and Medicine at the present time.

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#### MISSISSIPPI SCHOOLS.—ESSAY FOURTH.

BY REV. R. MORRIS.

##### *General Advice.*

In concluding this Series with an Essay of General Advice, I am aware that I incur the charge of presumption. The thousands who read the Ohio School Journal may well ask—"who is this man so filled with counsel and superfluous wisdom?" I hesitated, at the conclusion of the third Essay, whether I should add anything more or not; and was only induced to continue the subject from one consideration. It is this, and to it I bespeak the earnest attention of all who read these essays: So many Northern Teachers have visited Mississippi and left it dissatisfied, *and left us dissatisfied with them*, that I should be very loth to write anything to induce one more to come 'of the same sort.'

That we need Teachers here, is a truth that is forced upon us daily and in glowing colors; but then we *have a choice* even amidst our necessities, and like many other poor people, we are the more particular as our necessities are more evident.

We need Teachers who will take some such General Advice as this: 1. *Come determined to Teach.* Not to speculate, or marry. Our places for golden roots are all occupied, and our heiresses all engaged. Not to farm it or to preach. We know how to raise cotton better than you could, and we have a fair supply of preachers already.

Not to talk politics or lecture on Phrenology. The Science of Government is wonderfully easy here already, and Phrenology is not very popular.



2. *Come determined to Teach.* Not to build up new Systems, or knock down old. If by a 'patient perseverance in well-doing,' you convince us that your plan is good, we will accept it; but let us first see the fruits, and in the meantime meddle as little as possible with other schools or school plans. They will die out of themselves fast enough as soon as better ones are brought in.

3. *Come determined to Teach.* To teach as a profession with the 'patience of hope and the labor of love;' to teach in your school room through the week, by your example upon Saturday, in Sabbath school on Sunday; to teach by precept, showing what is good in its fairest forms, and what is evil in a faithful hideousness; to teach by example, speaking good language as a correct grammarian should, acting with all propriety, as a well educated gentleman should, claiming all respect as an honest Teacher and a true-born American should, and exhibiting a steady reliance upon the will of God as a sensible christian should; to teach improved methods, by Apparatus, by Abacus, by Planetarium, by Lecture, in all ways and with unwearied industry in all, by Skeletons and Skeleton Maps, by Collections and Museums, by Newspapers and by Pamphlets, by reward and by punishment; to teach with steady improvement to yourselves, so that while teaching others you will be continually becoming better able to teach others. It is several years since I was in Ohio, but I think there were such teachers in that State, and such are the ones we want.

I do not believe that in half a quire of paper I could make my meaning plainer than to say that *in Mississippi we want Teachers*; not Peddlers, or Doctors, Lawyers or Shoemakers, Lecturers or Farmers, but simply *Teachers*.

In my short article published last summer in this paper, I made a suggestion upon the subject of slavery. It was that Northern Teachers must just leave the subject where they find it, that is, just *let it alone*. I now remark that if those who may settle here have any expectation of being useful or any desire for it they had better not even talk about slavery. Southerners are willing to propose its difficulties among themselves, and talk about the great advantages that would accrue to the country if some change could be made, but they are jealous, exceeding, perhaps weakly jealous, of those whose opinions are formed in a free State, and they will not patiently hear the question discussed by such. But for the encouragement of those who, having long embodied slavery as it exists here with the idea we possess of the slavery of the Helots, would hesitate at exposing themselves to its evils, I gladly add that you will be here a considerable time before you will see, hear or feel those evils, and when they are discovered they will as little resemble the accounts you may have read as the first accounts of a political election resemble the truth. There is really less to remind one of slavery here than upon the wharves of New York city.

If all things are ready with you except a clear view of this subject, believe one who has had as good opportunities to see and hear as any, and come along. If you never leave us until the evils of slavery shall drive you off, we may safely claim your bones.

Having then cleared my conscience upon this subject, I take my leave, with many thanks to the Editor for another proof of his kindness of heart, and to the Reader, who may have followed me even thus far. To the correspondents whose inquiries I have labored to answer in the course of these essays, I would apologize for any appearance of neglect in not answering their letters more directly. Ill health, (that best excuse of all, because the most sincere,) must be my apologist, and ask for that indulgence which weakness alone can demand.

*Mount Sylvan Academy, Mississippi.*

We copy, from the Ohio Eagle, the following severe, but just and truthful remarks on the condition of common schools in our towns and villages. They are from the pen of an intelligent and faithful Teacher of long experience and much observation, and we recommend them especially to the attention of school officers and citizens in all those villages of our State where they have not a well organized system of common or public schools.

### OUR SCHOOLS.

The character of a people may be inferred with infallible certainty from their educational institutions. In savage communities such institutions have no existence. In barbarous and half-civilized countries, the provisions for the intellectual and moral culture of the young, are partial and defective. But in all societies meriting the epithets of *civilized* and *enlightened*, these provisions are ample and complete.

Now, if a stranger should witness the miserable plight of our school-houses as to the arrangements promotive of comfort and convenience; the incompetency of our teachers; the wretched organization of our schools; the want of libraries, apparatus, and other facilities, he would, without hesitation, assign to us a place in the social scale considerably nearer to zero than to the point which marks the highest possible degree of human improvement.

As the term *best* implies the existence of *good*, qualities, and as facts hardly justify the employment of an expression which would seem to intimate that any such qualities were connected with any of our schools, therefore, instead of saying our *best* schools, I will say that our *least bad* schools (begging the reader's pardon for the *bad* English of the phrase,) are found in the country districts. In the villages and towns there is a progressive deterioration, according to the numbers of the population, till, in places of from three to five thousand inhabitants, the schools are found to have reached a maximum of degradation, so that human ingenuity could not possibly render them more superlatively contemptible. Hence our towns, and especially the larger ones, instead of being centres of illumination, are points at which all the scattered *rays* of the intellectual *darkness* which pervades the surrounding community are concentrated in foci of the intensest blackness.

In the first place, you will find in one of these towns a set of holes

called school-houses, that would not afford accommodations sufficiently comfortable and decent for the vilest of our domestic quadrupeds. In the next place, you find teachers who were employed because they were the cheapest that could be had; who are probably but ill-qualified as to scientific attainments, and are still more indifferently furnished with skill in the art of communicating knowledge, and of developing and disciplining the powers of the youthful intellect. And, lastly, you will find rude manners, profanity, vulgarity, and obscenity dominant among the children.

There are exceptions to this picture, but they are rare.

If you should question the civilization of a people who tolerate such a state of things, half a dozen or more magnificent churches, and numerous private edifices of princely sumptuousness would afford a *plausible* rebuttal of the insinuation. Now, while I would unyieldingly contest the pretensions of such a community to *intelligence* and *refinement*, I would not give a sixpence for the substratum upon which their *christianity* rests. For if religion is not based upon education, it will degenerate into fanaticism, superstition, or semi-atheistic indifference.

Those, therefore, who erect splendid churches, while their paltry school-houses are but expressive symbols of the entire frame of their paltry educational system, are guilty of the absurdity of attempting to finish and embellish the upper part of the edifice before the foundation has been laid. For if every second house were a church, and every second man a preacher, still, if you do not educate the people, you cannot make good christians of them. In the midst of an enlightened community there may be individual instances of uneducated persons whose virtues are not unworthy of the religion which they profess. But the prevalence of genuine christianity in a country where the mass of the population are grossly ignorant, is an anomaly which has never existed, and never can exist. For even if the theoretical principles of such a people were orthodox, (admitting it to be possible that ignorance is capable of comprehending and entertaining *principles* of any kind,) still the spirit, the life, the morals of true religion must necessarily be wanting.

The Babylonians and Persians exhibited in their temples, their palaces, their gardens, their equipage, and their attire, a magnificence which more modern nations have never succeeded in rivalling; yet they had no institutions that were worthy of being designated by the name of schools. The consequence was, that, with all their magnificence, the enlightened and polished Greeks looked down upon them with infinite contempt, and expressed this contempt by invariably applying to them the approbrious appellation of *barbarians*.

JOHN WILLIAMS.

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The following valuable table of statistics is copied from the first Annual Report of Hon. H. Barnard, Commissioner of Public Schools in Rhode Island.

## POPULATION OF THE UNITED STATES ACCORDING TO CENSUS OF 1840.

STATE.	WHITE POPULATION.										RANK OF STATE ACCORDING TO				
	Total popu- lation.	Number of inhabitants to the sq. mile.	Over 5 and under 15 years.	Over 20 years.	Number of whites over 20 years.	Ratio to white popu- lation.	Ratio to white popu- lation.	Ratio to white popu- lation.	Rank of State ac- cording to	Size of territory.	White popu- lation.	Col. and p. popu- lation.	Total popu- lation.	Increase from 1830 to 1840.	
Maine.....	501,793	15.3	131,864	235,177	3,241	155	154	72	21	17	9	23	13	13	
New Hampshire.....	284,574	29.9	66,611	149,811	942	302	301	169	26	21	19	26	22	20	
Massachusetts.....	737,639	96.3	185,214	402,761	4,448	165	164	210	20	23	5	10	8	15	
Rhode Island.....	108,830	81.2	23,438	56,834	1,614	67	65	35	24	26	24	18	24	18	
Connecticut.....	309,978	69.0	67,543	154,843	1,616	68	67	35	24	26	24	18	24	18	
Vermont.....	291,918	28.6	72,174	144,116	1,616	129	128	63	22	24	17	13	20	22	
New York.....	2,429,921	62.7	587,361	1,155,632	44,452	64	63	35	24	24	18	24	21	23	
New Jersey.....	373,366	44.8	89,283	166,964	6,385	58	55	22	17	22	13	7	1	12	
Pennsylvania.....	1,724,033	39.1	432,415	765,917	33,940	61	60	22	8	12	2	4	2	11	
Delaware.....	78,085	36.8	14,801	27,828	4,832	18	12	6	19	25	26	9	26	27	
Maryland.....	469,235	33.6	76,507	163,087	11,603	40	36	14	14	19	16	1	15	21	
Virginia.....	1,239,797	19.3	195,567	329,969	68,787	21	12	5	1	1	4	3	4	24	
North Carolina.....	753,415	15.7	133,351	209,683	66,609	11	8	3	3	18	10	6	7	25	
South Carolina.....	594,396	21.2	70,444	112,381	20,615	28	12	5	12	18	20	12	11	25	
Georgia.....	691,392	11.1	119,108	160,957	30,717	23	13	6	9	3	12	19	9	10	
Alabama.....	690,756	12.8	99,624	150,300	22,592	26	14	6	11	10	14	20	12	7	
Mississippi.....	575,651	8.1	49,886	74,838	8,364	45	21	9	15	11	22	22	17	4	
Louisiana.....	352,411	7.3	36,399	78,920	4,831	73	31	17	18	17	23	6	19	8	
Tennessee.....	892,211	20.7	191,650	247,930	58,531	14	14	17	2	7	23	5	16	14	
Kentucky.....	779,828	18.5	166,732	212,974	40,018	19	14	18	5	13	8	14	6	17	
Ohio.....	1,519,467	38.8	414,772	638,740	35,394	43	42	18	7	15	3	8	3	9	
Indiana.....	683,866	18.5	200,281	268,049	38,100	35	16	7	6	16	6	15	10	6	
Illinois.....	476,183	9.1	131,749	198,613	37,502	19	18	8	10	6	11	17	14	3	
Missouri.....	383,702	6	91,276	131,659	19,457	19	18	8	10	6	11	17	14	3	
Arkansas.....	97,574	1.7	22,130	30,545	6,567	15	12	5	16	5	25	27	25	2	
Michigan.....	212,267	3.5	55,780	86,189	2,173	98	97	39	23	27	21	25	23	1	
Dist. of Columbia.....	43,712	437.1	7,059	14,395	1,033	42	29	14	25	27	27	11	27	19	
Total, 27.	16,934,082	13	3,713,619	6,379,202	546,571	31	26	12							

## GENERAL INSTRUCTION IN SCHOOLS.

Among the topics on which every Teacher should give instruction to his pupils, the history of our own State should occupy a place. Notwithstanding the multitudes of books and papers by which children and youth are surrounded, parents and teachers who have attended to the subject, have doubtless been surprised at the small amount of valuable, general information possessed by our youth between the age of fifteen and twenty-one.

From the report of the Committee appointed during last summer to examine the Public Schools in Cincinnati, it appears that only nineteen out of two hundred and eight, of the most advanced pupils could tell from what Territory Ohio was formed, or when it became a State! And of the same number, only one hundred and thirty-three could give the name of the present Governor of Ohio!

The following summary of the history and Constitution of Ohio is from the American Almanac for 1848:

The first permanent settlement of Ohio was commenced at Marietta, in 1788; in 1789, the country was put under a territorial government, and called the "Western Territory," which name was afterwards altered to the "Territory North-west of the Ohio;" and in 1802; it was erected into an independent State.

## GOVERNORS.

1789 Arthur St. Clair, *Governor* till the end of the territorial government.

*Under the Constitution.*

Edward Tiffin, <i>elected</i> 1803	Duncan McArthur, <i>elected</i> 1830
Thomas Kirker, <i>Act. Gov.</i> 1807	Robert Lucas, <i>do.</i> 1832
Samuel Hunting, <i>elected</i> 1808	Joseph Vance, <i>do.</i> 1836
Return J. Meigs, <i>do.</i> 1810	Wilson Shannon, <i>do.</i> 1838
Othniel Looker, <i>Act. Gov.</i> 1814	Thomas Corwin, <i>do.</i> 1840
Thos. Worthington, <i>elected</i> 1814	Wilson Shannon, <i>do.</i> 1842
Ethan Allen Brown, <i>do.</i> 1818	Ths. W. Bartley, <i>Act. Gov.</i> 1843
Allen Trimble, <i>Act. Gov.</i> 1822	Mordecai Bartley, <i>elected</i> 1844
Jeremiah Morrow, <i>elected</i> 1822	William Bebb, <i>do.</i> 1846
Allen Trimble, <i>do.</i> 1826	

## ABSTRACT OF THE CONSTITUTION,

*Formed at Chillicothe, in 1802.*

Every white male inhabitant, twenty-one years old, resident in the State one year next before the election, and who has paid, or is charged with a State or county tax, may vote. Representatives shall be twenty-five years old, citizens of the State and of the United States, residents of their county for one year next before the election, and have paid a State or county tax. They shall be chosen annually, and shall be not more than thirty-six, nor fewer than twenty-four, until the number of white male inhabitants, twenty-one years old, shall be 22,000; and thereafter not more than seventy-two, nor less than thirty-six. Senators (in number not more than one-half, nor fewer than one-third of the number of Representatives).

shall be citizens of the United States, thirty years old, residents for two years of their district on county, and have paid a State or county tax, and shall be chosen biennially, one-half every year. The Governor shall be thirty years old, a citizen of the United States for twelve years, and of the State for four years next before the election, and shall be chosen biennially by a plurality of votes of the people, or, in case of an even vote, by the two houses on joint ballot, and shall receive a fixed compensation. In case the office of Governor be vacant, it shall be filled by the Speaker of the Senate, and after him by the Speaker of the House. The Supreme Court has jurisdiction at common law, and in chancery, both original and appellate. The court of Common Pleas, beside its other powers, acts as probate and orphans' court. The judges of both courts are elected by joint ballot of both houses for seven years.—Justices of the Peace shall be elected in towns for three years. Slavery is prohibited. No State or county tax shall be laid on polls. The salaries of the Supreme Court judges, and of the presidents of the Common Pleas, shall not be diminished during their term.—Whenever two-thirds of the General Assembly think fit to amend the Constitution, they shall recommend to the electors, at the next election of members, to vote for or against a convention; and, if a majority of the votes be in favor thereof, it shall be called within three months after the next session. But no amendment introducing slavery shall ever be made.

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#### FROM THE ADDRESS OF THE MAYOR OF BOSTON.

"I hold that the State has a right to compel parents to take advantage of the means of educating their children. If it can punish them for crime, it surely should have the power of preventing them from committing it, by giving them the habits and the education that are the surest safeguards. Hundreds of children of both sexes, are daily kept from school to support parents, often in idleness and drunkenness, by pilfering about our wharves, or by some other profitable form of vice, and are regularly educated for the brothel and the dram shop, for the poor-house and the jail. Their position calls loudly for public and individual exertion, and I recommend that application be made to the legislature for such power as shall enable the city to be in *loco parentis* to such children, and that some asylum be provided, where such as are morally too weak to be at large, may receive the peculiar training that their habits and associations may make necessary."

This is a great matter, and may startle this *free* people, but the question must come up sooner or later, and the sober and industrious portion of the community will all say, *the sooner the better*.—Those who wish to see this subject handled as it never was before, must read the Eleventh Annual Report of the Secretary of the Massachusetts Board of Education.—*Com. School Journal Extra.*

EXTRACT FROM A SERMON BY REV. E. E. HALL.—Education is the first necessity of man, after the covering of his nakedness, and the satisfaction of his hunger. It is a necessity of the poor, as well as the rich. Every man has a right to it; it is a chartered right, more sacred than the right to liberty or life; it is founded on the immortality of his mind. And as God has made us social beings, and formed us for society, which involves mutual obligations, and as the mental and moral education of man demands the chiefest care, so no member of the community can rightfully escape his share of responsibility in this matter. If light has come into the world, and the eyes of the poor man are closed to it, it is the duty of those who have the means, to help him to see—that his poor soul may not always dwell in darkness. Give not land or gold to the children of the poor, but give them the light of education, and they will be richer than land or money can make them. To promote as far as possible the education of all, is alike the duty of all, according to their means. And though the law may suffer the neglect of this duty, yet God will not suffer it with impunity—the duty is higher than all human law, resting in the everlasting obligations of man to his Maker, and to his fellow-man.—*Common School Manual*.

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The Teachers of the Great State of Ohio have lately had a Convention, and organized a State Association, which is to meet at Dayton in June next. They cut out business like earnest workmen, but they forgot to oppose the State System of Common Schools, and to set up a Journal in opposition to the excellent one already established at Columbus! They have yet to learn how we do such things in New York and Massachusetts! The Executive Committee appointed various Sub-Committees to report on many subjects of great interest, and provided for a thorough course of Lectures; and if Dayton were as near to our abode as the great cause of Free Schools is to our heart, "we should be there (next June) to see!"—*Mass. Common School Journal Extra*.

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CLIMATE.—We have received a communication making enquiry in regard to the third question in Geography, published on page 125, of the 2d vol. of the Journal, and since copied in the "School Friend" for February, 1848.

The question is, "Can the *climate* of a country be determined from its latitude?" This question the writers say they do not understand, and ask an explanation. We reply, briefly, that *climate*, as the term is used in physical geography, is the condition of a country in regard to the temperature, humidity or dryness, and salubrity of its atmosphere. To determine the temperature of any country, it is necessary to know the extremes of heat and cold to which it is subject, the mean temperature for the year, and the distribution of heat and cold through the several seasons and months of the year.

It is very commonly supposed by pupils if not by teachers, that its latitude is the principal index to the climate of a country, but aside from the mere distance from the equator, there are at least nine causes which modify the climate of any country, viz: 1. The action of the sun's rays. 2. The internal temperature of the earth. 3. The elevation of a place above the level of the sea. 4. Its aspect, or the inclination of the land; as, to the north or south, east or west. 5. The position and direction of its ranges of mountains. 6. The location of seas and other large bodies of water. 7. The nature of its soil, as dry or moist, sand or clay, upland or bottom land, &c. 8. The degree of cultivation, the proportion of forest and cleared land, and the density of its population. 9. The prevailing winds.

Those who wish to become fully acquainted with this subject must consult some of the larger works, as Woodbridge's *Universal Geography*, Malte Brun, and the *Encyclopedia of Geography*.

#### OHIO LEGISLATURE.

The forty-sixth General Assembly of this State adjourned on the 25th ult., after a session of eighty-two days; having passed three hundred and ninety acts, and one hundred Resolutions. Of the Acts, about seventy are general, and the remainder, local laws. Of the general laws, five pertain to the common schools and the school system of the State; and of the local laws, some fifty pertain to school lands and schools in different districts, townships and cities.

One of the general laws secures the extension of the provisions of the acts providing for Teacher's Institutes, and County Superintendents of Schools, to all the counties in the State; another extends the provisions of the act for the regulation of schools in Akron, (passed February 1847,) to all the cities and incorporated towns of the State. The act to secure the returns of the statistics of common schools is to be published by authority, with instructions and distributed to all school officers concerned. The other school laws which are of general interest, will hereafter be noticed or published in the Journal.

Two new counties, namely Auglaize and Morrow, have been erected during the past session, so that Ohio has now eighty-five counties.

#### EDUCATIONAL PAPERS.

The Common School Journal, under the editorial charge of Hon. H. Mann, commenced its tenth volume on the 1st of Jan. last. It is published bi-monthly, at \$1.00 per year, by Wm. B. Fowle, Boston, Mass.

The Journal of Health and Practical Educator, edited by Wm. M. Cornell, M. D., commenced its third volume with the present year. It is published monthly in Boston, by Charles Rice. Price, \$1.00 per annum.

The Massachusetts Teacher, edited by a Committee, and published under the sanction of the "Mass. State Teachers' Association," is published bi-monthly in Boston and Salem, at \$1 per year.



## OHIO STATE TEACHERS' ASSOCIATION.

The following resolutions were adopted by this Association at its recent meeting held in Akron:

*Resolved*, That the Recording Secretary be requested to keep a record of the names of all Teachers in the State, that expect to continue in the business of teaching for three years and upwards—and that all such Teachers are requested to forward their names to the Secretary for that purpose.

*Resolved*, That all Teachers in Ohio, qualified to take charge of *Union Schools*, and who wish employment, be requested to furnish their names, with such references as they may have, to the Corresponding Secretary—and that all School Committees wishing to employ such Teachers be requested to make their wishes known to the same officer.

On motion,

*Resolved*, That we petition the Legislature so to amend the School laws of Ohio as to require each school district to raise annually, from the taxable property in said district, an amount equal to the amount received from the State funds, for the payment of competent teachers.

*Resolved*, That the next regular meeting be held at Dayton, Montgomery county, at such a time in June next, as the Executive Committee may hereafter determine.

## TO TEACHERS AND FRIENDS OF EDUCATION IN OHIO.

## Course of Lectures to Teachers.

The Executive Committee of the OHIO STATE TEACHERS' ASSOCIATION, with a view of diffusing as widely and as rapidly as possible, the benefits of sound elementary education, have made conditional arrangements to have a *Course of Lectures and Instruction* given to Teachers upon the following subjects:

1. **MORAL INSTRUCTION**,—its adaptation to our nature,—its necessity in the work of Education,—and the means and influences to be used by the Teacher to give this subject its due prominence in his labors.

2. **THE ENGLISH LANGUAGE**,—the elementary sounds of the language, and of their classification, the classification and modifications of the parts of speech, analysis of sentences, written composition, reading and elocution.

3. **ARITHMETIC, mental and written**. A full demonstration of all the rules and principles of Arithmetic will be given, together with their application to Geometry, the mechanical powers, &c.

4. **GEOGRAPHY**. *Physical Geography* will be fully illustrated by maps and diagrams in a series of forty lectures. *Civil Geography*, including the general principles in this department, the present commercial relations, and the social, moral and political condition of the different countries of the globe, will be presented in a series of thirty five lectures. The principles in *Mathematical Geography* will be fully illustrated with globes and other apparatus, in a series of six lectures.

5. **AMERICAN HISTORY**. The Aboriginies of the United States, their distribution, peculiarities, and present subsisting relations with our government, will be described, a full account of the Early Voyages and Discoveries will be given, the early Colonization of the country, the progress of Civil Liberty, of Religious Liberty, the history of Slavery and the Slave-trade, the Educational history of the United States, the Commercial history, the thrilling events of the Revolution, the Heroic Men of America, the Heroic Women of America, the Constitutional history of the United States, the Events of 1812-14, the history of Texas and Mexico to 1846, will be presented in a series of twenty lectures.

6. **CIVIL POLITY**. The different forms of Government, the present existing governments of Europe, the Constitution of the United States, the form of government in Ohio, together with an explanation of Common Law terms and principles now in use, will be presented in a series of ten lectures.

7. **GEOLOGY**. The elementary substances of the globe, with the various rock

formations, and some general views of the Geology of the United States, will be presented in five lectures.

8. **MENTAL PHILOSOPHY.** Its importance to the Teacher, an outline of the great departments of the science, and such facts and principles as are of most immediate and practical importance to the Teacher, will be presented in five lectures.

9. **NATURAL PHILOSOPHY.** A series of lectures upon this subject, illustrated by apparatus, will be given.

10. **PHYSIOLOGY.** A brief outline of Human Anatomy, the functions of Respiration, Circulation and Nutrition, the Nervous system, and the Practical Application in the preservation of health; especially in the school room, will be presented in a course of five lectures.

11. **PENMANSHIP.** The principles of this art will be explained, and the best methods of teaching it in Common Schools, presented.

12. **VOCAL MUSIC** will be daily practiced and some instruction given in the rudiments of the science.

13. A course of instruction in Book keeping will be given.

14. **THE PRINCIPLES OF TEACHING** will receive constant attention. The order and manner in which different subjects should be presented, and the kind and amount of instruction which should be imparted in any Common School, will be considered.

The foregoing course of lectures will be given between the 14th day of June and the 16th day of August next, in any county of Ohio deemed eligible by the Committee, that will make the best propositions to the Executive Committee for furnishing building, apparatus, board and accommodation for 300 students—the building and apparatus to be placed at the control of the Instructors and Committee during the course of lectures.

Propositions for furnishing the largest number of students in any county, will be taken into consideration by the Committee.

The terms of admission to the course will be \$3.50 for each pupil, payable to the Chairman of the Executive Committee during the first week of the session.

The course will be given entirely with reference to its usefulness to Teachers and Schools, although all who desire *thorough instruction* in these branches will be greatly profited by the course.

Gentlemen, wishing to prepare themselves to take charge of Union Schools, and ladies desiring to prepare themselves to teach the English branches thoroughly, will find it for their interest to attend during the session.

A further announcement of the plan and arrangement will be made as soon as it may be decided in what county the lectures will be given.

The Executive Committee request Editors in Ohio to insert the foregoing proposals, and call the attention of their readers to their importance.

It is further particularly requested that the following pledge, with the proper blanks filled, be kept standing in an appropriate column until the first of April next, together with the names and amount of all subscriptions that may from time to time be made for the above objects, before the first of April named.

## PLEDGE.

The citizens of———county will place at the control of the Executive Committee of the *Ohio State Teachers' Association* for the purpose of obtaining a course of Lectures to Teachers (here describe the building) and will pledge———number of students, and will furnish board to the students at———per week, and will pay the sum of———in cash for the purpose of diminishing the tuition fees of students who may attend, or to be otherwise appropriated, at the direction of the donor.

Whenever anything is subscribed in accordance with the above pledge, the friends of the plan are requested to send copies to the Chairman of the Executive Committee, Kirtland, Lake county, Ohio.

M. F. COWDERY, Ch'n. Ex. Com.  
Ohio State Teachers' Association.

The county Examiners of Summit county will pledge fifty students, for the purpose of securing the above course of lectures at Akron, Summit county.

The citizens of Akron will furnish board for any number of students at two dollars per week.

A convenient building will also be provided and placed at the control of the Executive Committee for the purpose of securing the above course of lectures at Akron.

*Akron, January 21, 1848.*

### NOTICES OF BOOKS, &C.

**THE PSALTRY**, a new collection of Church Music, consisting of Psalm and Hymn Tunes, Chants, and Anthems. By Lowell Mason & Geo. J. Webb. Boston: Wilkins, Carter & Co. 1847.

**HIGHER ARITHMETIC**; or the Science and Application of Numbers; combining the Analytic and Synthetic mode of instruction. By James B. Thompson, A. M. New York: M. H. Newman & Co. 1848. Cincinnati: W. H. Moore & Co.

**GREENE'S ANALYSIS**.—A Treatise on the Structure of the English Language; or the Analysis and Classification of Sentences and their component parts; with Illustrations and Exercises, adapted to the use of Schools. By Samuel S. Greene, A. M. Philadelphia: Thomas, Cowperthwaite & Co. 1848.

**MANUAL OF THE BOSTON ACADEMY OF MUSIC**, for instruction in the elements of Vocal Music, on the system of Pestalozzi. By Lowell Mason, Boston: Wilkins, Carter & Co. 1847.

**JOHNSTON'S TURNER'S CHEMISTRY**.—A Manual of Chemistry, on the basis of Dr. Turner's Elements of Chemistry. Designed for a Text Book in Colleges and Seminaries of Learning. By John Johnston, A. M. Philadelphia: Thomas, Cowperthwaite & Co.

**THE HERMAN'S YOUNG LADIES' READER**, for Female Schools; containing extracts in Prose and Poetry, selected from more than one hundred and thirty different authors. By T. S. Prince, A. M., M. D. Cincinnati: W. B. Smith & Co., 1847.

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## Prospectus of the Ohio School Journal.—Vol. III.

The third volume of the OHIO SCHOOL JOURNAL will commence on the first of January, 1848, and be published in Columbus, monthly, in octavo form, each number containing twelve closely printed pages of reading matter, besides notices of books.

The Journal will, as heretofore, be devoted to the promotion of popular education. It will contain articles of interest and value to parents and the family circle, to the farmer and the mechanic; in short, it will be a repository of useful information for all classes, and being printed in a form convenient for binding, it will be found an interesting paper for monthly reading and a valuable work for future reference.

Post Masters, School Officers, Teachers and the friends of education in general, are earnestly invited to aid in giving it a wide circulation.

Editors, throughout the State, are requested to notice it and publish this prospectus, those who give it an insertion and forward a copy will receive the Journal for the year.

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All orders and communications should be addressed to A. D. LORD, M. D., Columbus, Ohio.

Mr. H. F. Wilcox, who is constantly traveling in the west has consented to act as general agent for us, and is authorised to appoint local agents and to transact any other business for the Journal.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. III.] COLUMBUS, APRIL, 1848.

[No. 4.]

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## THE TEACHER'S PROFESSION IN OHIO.

In the previous article under this head, it was not our intention to convey the idea that a salary of three or four hundred dollars should be considered an adequate compensation for the services of a man who had properly qualified himself, by the expenditure of time and money, for the business of teaching, but, if possible, to correct the opinion so common among young men at the present day, that if they prepare themselves for the profession of Law or Medicine, they are, at their very entrance upon their professional career, sure of a comfortable livelihood.

It is true that the compensation of teachers generally, has been, and still is, low, quite too low to lure any from other and more lucrative employments, or even to furnish much encouragement to those who would prefer the business to any other, to qualify themselves, thoroughly, for its duties; still the employment has some important advantages over most others. The public labors of the teacher are limited to a definite number of hours. He is not liable, like the Clergyman, to be called at any time to the sick or dying, or to attend the funeral of the deceased; nor obliged, like the Lawyer, to leave home for days and weeks, or incur expensive journeys; nor, like the Physician, to be roused from his slumbers at midnight, at the call of any who may need his services. His occupation furnishes, perhaps, a better opportunity for self-improvement than any of the other professions.

It is true that until a teacher has shown himself capable of succeeding in his employment, people are scarcely willing to give him a respectable compensation. But is this not equally true in the other professions, and, indeed, in every calling? Who thinks of employing the briefless and perhaps beardless lawyer in a case where thousands are at stake, merely because he proposes to manage it for five dollars; or a student of medicine to amputate a limb, because he can do it with carving-knife and hand-saw for fifty cents?

People are beginning to learn that there is a wide difference between those who are competent to teach, and who prefer the business to any other, and those who engage in it for the want of other employment or because they are unable to succeed in any other; and we hazard nothing in saying that a large number of well qualified

teachers, both male and female, could readily find employment, at a fair compensation, in the towns, cities and villages of this State; but, as before intimated, those who wish to secure good teachers, who know how to prize them and are willing to reward their services, are desirous to *know* that they are *well qualified* for their profession.

### UNION SCHOOLS.

The schools known by this name in many parts of our country, are common schools formed by the union of two, three or more school districts, the inhabitants of which unite in building one large school house for the accommodation of three, four or more departments. So far as is known, the name by which these schools are known, originated in the State of New York, but the plan is essentially the same as that which has been followed in Cincinnati, Cleveland, and other towns of this and other States.

Where the course above named is pursued, it is customary for the people who wish to unite, to secure an act for consolidating their school districts, levying a tax for erecting a house sufficiently large to accommodate all their pupils, appointing a board of directors who are to have the oversight of the school or schools thus established.

In such schools it is customary to employ one thoroughly qualified male teacher as principal, and to have the other departments instructed mainly by female teachers, who are under the general supervision of the principal. The number of departments and teachers will, of course, vary with the number of pupils to be instructed. If only three departments exist, the school will furnish to those who pass through them a thorough common school education; if there are more than three, that of the principal may be made to afford all the advantages of a High School or Academy, and at a much less expense than is usually incurred by those who sustain such schools to the neglect of district or common schools.

The following are some of the obvious advantages to be derived from this plan where circumstances favor the establishment of a Union School:

1. There is a much greater probability of securing school rooms constructed with proper reference to the comfort, improvement, health and morals of the pupils.

2. These houses, built in such a manner as to be a source of pleasure to the beholder, will be much more likely to be furnished with suitable yards, play grounds and other conveniences, equally necessary with the former, to say nothing of the furniture and apparatus within.

3. By employing female teachers to a much greater extent than is now done under the district system, the school may be kept open for a greater portion of the year with the same expense.

4. The distribution of the pupils in different departments, rising one above another, by regular gradations, will give an opportunity for a proper classification of all according to their advancement, and will enable the teachers in each, to pursue a thorough, systematic and consecutive course of instruction.



5. The school being of a much more permanent character, a judicious selection of teachers will be regarded as of much great importance than at present, and good teachers will be much more likely to be secured and retained.

Beside these, there are numerous incidental advantages arising from the adoption of this plan, to some of which attention may be called hereafter.

## NOTES ON THE STUDY OF GEOLOGY.—No. 1.

BY REV. R. MORRIS.

### *How to Begin.*

It is sometimes profitable to read of 'the pursuit of knowledge under difficulties,' and it may, at any time, be a source of encouragement to the solitary student to see that others have had their trials as well as he. The following will show us how *some folks begin*. Not many years ago there was in my acquaintance a teacher who single-handed commenced Geology.

He had discovered that his usefulness among his classes was lessened by telling them 'I cannot give you its name, for I never studied Mineralogy,' or 'I do not know the reason of that arrangement for I have not studied Geology.'

He found it embarrassing to stumble over such terms as Central Heat, Super-position of Strata, &c., and to see that authors took it for granted that he understood them when he did not. And when his mind, released from the teacher's chain by the influence of the teacher's midnight freedom, roamed abroad from earth to heaven and again returning was wild to pry into its deepest mysteries, he found that he could not descend *well-deep* without the aid of Geology.

So he grappled it, and with that energy which necessity added to the love of knowledge inspires, and with all that determination which many years of solitary and severe study had engrafted upon an active mind, he began the struggle. Reader, are you situated as he was and would like to trace his course? Mark then the steps of his ascent.

The first difficulty related to Mineralogy and it was *to understand the books without a teacher*. This, in some sciences, is a small matter, but in Mineralogy our student found it any thing else. Had he possessed a collection of well described Minerals, however limited, even the Eighteen of Trimmer, or the Twelve of Eaton, this would have been a link in which he could have interwoven more. But he possessed nothing but books and patience, and so dropping Mineralogy he began to read Geology. The first book in hand was the smallest, viz: Mather's Geology for Schools, and had he not felt already a prepossession in favor of the study, the reading of that charming little book would have furnished the appetite. It proved *a file to whet it*, nor was it laid down until every page was marked with the stenographic token which signifies *good*. The next was Rushenberger's Abstract of the French Geologists. This contained a little more than Mather but not half *so well told*.

Not to specify the other elementary works he at last came to Trimmer. Hitchcock's, the best of all, was not to be had. Trimmer was a *feast*, at least the *first entree*, and he read it through three times, 'time upon time.'

During this tour of careful reading he had industriously collected from hill and dale, well and river bank, ledge and digging, clay pit and gravel bed every specimen of mineral that met his eye, and now it was time to repeat his Mineralogical reading and understand them.

Where he lived there were no deposits but the alluvium except ledges of an Igneous character, which seemed like Basalt. But how was he to know? If he could identify one of the rarer minerals which characterize the Trap he could proceed. So now for it.

All the Geologies, in their chapters on the subject, and such small Mineralogies as the southern bookstores contain, were read and re-read, and Chabasie, Olivine, Hornblende, Schorl, Chlorite, Augite, Analcime, &c. &c.. were successively put on the roll to answer to their names. The mystery yielded before such attacks, and after more than *fifty* visits to the localities of the trap rock he satisfied himself and conquered. The *link* was forged and the *chain* was soon extended. Such was the history of one man, and 'what man has done man may do.' All need not undergo so much, for a teacher and a cabinet will impart more in an hour than undirected zeal can attain in a day, but it by no means follows that time thus spent, even without opportunities, is misspent. Some have thought it suited the character of this science to lay its entrance over rocks and hills, and obstacles which will both try the physical and mental man. At any rate, the person whose career in Geology is thus marked will gain such resolution from his first campaign, and such confidence from his first victories, that no after difficulties will deter him, no height will seem too high, no abyss too profound. And if '*labor vincit omnia*,' who shall dare to say to such a man, flushed with success and with an eye upon the mark, 'stop! no further?'

Reader how do you like the *way to begin*? Would you study a science "that interests all, from all motives; in which religion, enterprise, interest and curiosity alike find a source and a most ample gratification; with which the love of research never wearies;" then adopt Geology.

The student of this science, when he has devoured all that his books afford him, walks out upon the nearest highway and in the nearest highway finds more than all his books contain.

The traveler, fortunate in a knowledge of its leading principles, goes forth into the world and treads upon treasures at every step. No desert is sandy to him, no mountain is bleak, no vale is gloomy, no plain is barren.

While the unlettered man looks only *forward* for pleasure, or upward, or around him, the *Geologist looks downward*, and wherever his foot strikes his mother earth, there he plants his standard as a *discoverer* and justly claims the tribute of a new world.

It is such a subject as this that I would propose to you. Am I not safe in esteeming the task so easy a one that even *I* may venture upon it with safety!

From the Massachusetts Teacher.

### TEACHING AND LEARNING.

The terms placed at the head of this communication are reciprocal, but not convertible. They both denote the same relation; but each implies a distinct related object, and indicates the peculiar action of this object or person in its appropriate relation. *To teach* is one thing; *to learn* is another; and though related to the former act, is entirely distinct from it, and performed by a different agent. It is true, the verb, *to learn*, is often vulgarly used interchangeably with the correlative term, *to teach*; and this usage has sometimes been carelessly sanctioned by high literary authority. But it is time that this anomaly should be excluded as well from our colloquial as from our written language. *To teach*, is to communicate knowledge — to give instruction; *to learn*, is to acquire knowledge — to be instructed. The teacher gives; the learner receives. The teacher imparts; the learner acquires. The teacher (truly, without diminishing his acquired stock, which actually increases, in his own mind, while it is thus diffused into the minds of others) communicates what he has previously learned; and the learner makes what is thus communicated to him his own. The teacher, therefore, in the appropriate functions of his office, performs an act, depending on his own will, over which no other mind has control; while the learner, by the exercise of mental powers equally his own, makes an acquisition corresponding with the strength of those powers, and the energy with which they are exercised.

Nor is this analysis of the relation between teacher and learner, or this proposed definite and precise use of the term *learn*, embarrassed by the fact, that men are sometimes said to be self-taught. For, in cases in which this epithet is used with propriety, the learners make to themselves teachers. The very instruments and means by which they acquire knowledge, are their teachers. They hear the voice of Nature; they listen to the instructions of Revelation. They learn by observation and experience. The word and the works of God are their teachers; and, as truly as in any case, they sustain the subjective relation of pupils, recipients — inquisitive, active recipients; putting forth their powers to reach the coming knowledge, and to mould and fashion it to their own capacities and habits of association; and thus making it their own, and preparing it for future use.

These critical remarks, however, are here introduced, not so much for the sake of grammatical accuracy, as for the purpose of establishing a general principle for the guidance of practical teachers, and the benefit and highest improvement of their pupils. For, so far as the term, *to learn*, is used to denote the act of him who communicates knowledge, it implies a state of passivity in him to whom the communication is made; and thus, as the necessity of active exertion, on his part, seems to be superseded, all voluntary effort is discouraged, and he becomes indolent and inactive, of course. Indeed, the consequences of such an impression, as it is naturally made by the careless use of this term, (though that impression be but a float-

ing opinion) must be everywhere, and on all minds, pernicious and unfavorable, if not fatal, to high attainments in literature and science. Such an impression on the public mind, must lead to the adoption of injudicious expedients to promote the cause of general education — expedients which may be of temporary, apparent utility, but such as must ultimately depress the standard of learning, enervate the mental powers of the rising generation, make smatterers and sciolists, and produce a race of superficial thinkers, instead of ripe scholars of vigorous intellects and high attainments. Such an impression, or rather sentiment, however indistinct, must produce in the mind of the pupil, indolence and stupid inaction — in that of the teacher, discouragement and a spirit of formality — in that of the parent, and even the friend and patron of learning, a disposition to complain and find fault with the most laborious and faithful teachers.

Let it never be forgotten, then, that the act of learning belongs to the pupil, and not to the teacher. Indeed, activity of mind is as requisite in the one as it is in the other, in order to secure the happy results of education, and especially of intellectual education. The pupil, as we said, must learn for himself. This is his own appropriate work — a work which must be performed by himself; it cannot be done for him by another. In order to acquire knowledge, he must put forth personal effort. He must seek if he would find; he must strive if he would ascend the hill and enter the temple of science. In other words, his mind must be in a recipient state — wakeful, active — putting forth its powers and pushing forward its susceptibilities, before he can participate in the benefits of the best instruction. Without this preparation in the pupil, and consequent reciprocal action with the teacher, all the labors of the latter will be lost. The knowledge imparted by the teacher will find no reception, certainly no permanent lodgment, in the sluggish mind of the pupil. Instruction, to constitute education, must be received as well as given; and so received as to exercise and discipline the faculties of the mind which it enters; so received as to be permanently held; so received and held as to become incorporated with the mental powers themselves, and ready for appropriate use. It must, indeed, become the absolute property of the mind receiving it; and be retained by that mind, not as a thing of arbitrary association and memory merely, but it must so interpenetrate this recipient mind, diffuse itself through it, and become assimilated to it, as substantially to constitute a part of the mind itself.

This doctrine of mental activity in the learner as here stated, if true, is obviously a highly important and practical doctrine; important to teacher and pupil, to parents, and the friends and patrons of education. Many practical lessons may be found in it, and many valuable inferences drawn from it, adapted to the circumstances of the age and the condition of our schools. The space allotted to this article, however, will not allow a full statement and particular illustration of them in this connection. It will, therefore, be closed with a few hints, thrown out without much order, and designed principally for the consideration of professional teachers.

1. The teacher should devise means, and adopt expedients, to excite the curiosity and rouse the energies of his pupils.

2. He should then endeavor to fix their attention, and concentrate their awakened energies, on the prescribed subject of inquiry and instruction.

3. He should connect with his instructions, as far as possible, what is interesting and attractive; so that the associations, formed in the minds of his pupils, will leave them in love with the subject of investigation, and, in proper time, bring them back to the pursuit with readiness and alacrity.

4. He should carefully prescribe for each scholar in his school a proper number of branches, to be pursued in a given time; so as not to distract attention by variety, nor weary and exhaust it by dull uniformity.

5. He should exclude from his illustrations, as far as practicable, every thing calculated to divert the minds of his pupils from the principal subject of investigation.

6. He should be careful, that awakened curiosity be not gratified too soon, by unnecessary and superabundant aid, leaving no motive and no opportunity for effort, on the part of his pupils; nor, on the other hand, be suffered to evaporate, and end in despair, for the want of timely and necessary aid, to enable them to overcome appalling difficulties. With this view, he should intermingle with text-book instruction a due proportion of familiar lecturing; enough of the one with the other to guard against the pernicious effects of excess in either.

7. He should prepare, select, or adapt his text-books, with a due regard to the capacities of his pupils, and with reference to the development and exercise of their various powers of mind, as well as to the immediate acquisition of knowledge. If text-books are too plain and simple, they will either enervate or disgust; if too concise, abstruse, and deficient in illustration, they will vex and discourage; and in both cases produce mental inaction. The pupil must be made to work; but he must work voluntarily, cheerfully, with hope. Aided too much, his energies remain dormant; too little, they are soon exhausted, and he sinks into a state of despair; and thus both excess and deficiency produce the same pernicious result.

8. The teacher, in all his plans of government and instruction, should keep in view the principal business assigned him. This, according to the doctrine of this communication, and as far as intellectual education is involved, is to rouse the curiosity of his pupils, and keep it awake; to furnish, in a sufficient quantity, wholesome food for their minds, and suitable materials for the active, vigorous employment of all their mental powers.

Other hints might be given, and these more amply illustrated. But enough for the present.

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The value of the Anthracite and Bituminous coal sent to market last year, from the mines of Pennsylvania, is estimated at \$40,000,000.

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From the Eleventh Annual Report of Hon. H. MASS.

There is not an appetite that allies man to the brutes, nor a passion for vain display which makes him more contemptible than any part of the irrational creation, which does not cost the country more every year, than such a system of schools as would, according to the evidence I have exhibited, redeem it almost entirely from its follies and its guilt. Consider a single factitious habit of our people, which no one will pretend adds any degree to the health, or length to the life, or decency to the manners of the nation—I mean the smoking of tobacco. It is said, on good authority, that the *annual* expenditure in the country for the support of this habit is ten millions of dollars; and if we reflect that this sum, averaged upon all the people, would be only half a dollar apiece, the estimate seems by no means extravagant. Yet this is far more than is paid to the teachers of all the public schools in the whole United States.

Were nations to embark in the cause of education for the redemption of mankind, as they have in that of war for their destruction, the darkest chapters in the history of earthly calamities would soon be brought to a close. But where units have been grudged for education, millions have been lavished for war. While, for the one purpose, mankind have refused to part with superfluities, for the other, they have not only impoverished themselves, but levied burdensome taxes upon posterity. The vast national debts of Europe originated in war; and, but for that scourge of mankind, they never would have existed. The amount of money now owed by different European nations, is said, on good authority, to be \$6,387,000,000. Of this inconceivable sum, the share of Great Britain is about \$4,000,000,000, (in round numbers, eight hundred millions of pounds sterling;) of France, \$780,000,000; of Russia and Austria, \$300,000,000 each; of Prussia, \$100,000,000; and the debts of the minor powers increase this sum to six billions three hundred and eighty-seven millions of dollars. The national debt of Great Britain now amounts to more than \$140 for every man, woman, and child in the three kingdoms. Allowing six persons to each family, it will average more than eight hundred and fifty dollars to every household—a sum which would be deemed by thousands and tens of thousands of families in that country to be a handsome competence—nay, wealth itself—if it were owing to instead of *from* them.

It is estimated that, during the twenty-two years preceding the general peace of 1815, the unimaginable sum of £6,250,000,000 sterling, or thirty billions of dollars, had been expended in war by nations calling themselves *Christian*—an amount of wealth many fold greater than has ever been expended, for the same purpose, by all the nations on the globe whom we call *savage*, since the commencement of the Christian era. The earth itself could not be pawned for so vast a sum as this, were there any pawn-broker's office which would accept such a pledge. Were it to be set up at auction, in the presence of fierce competitors for the purchase, it would not sell for enough to pay its war bills for a single century. The war estimates of the British government, even for the current year of peace, are

eighty-five millions of dollars; and the annual interest on the national debt incurred by war, is at least a hundred and twenty millions more; — or more than two hundred millions of dollars, for a common, and, on the whole, a very favorable year. Well might Christ, in the Beatitudes, pronounce his emphatic benediction upon the "peacemakers."

We have emulated, in this country, the same gigantic scale of expenditure for the same purpose. Since the organization of the federal government, in 1789, the expense of our military and naval establishments and equipments, in round numbers, is seven hundred millions of dollars. Two of our ships of the line have cost more than two millions of dollars. The value of the arms accumulated, at one time, at the arsenal in Springfield, in this State, was two millions of dollars. The Military Academy at West Point, has cost more than four millions of dollars. In our town meetings, and in our school district meetings, wealthy and substantial men oppose the grant of \$15 for a school library, and of \$30 for both library and apparatus; while, at West Point, they spend fifty dollars in a single lesson at target-firing, and the government keeps a hundred horses, and grooms and blacksmiths to take care of them, as an indispensable part of the *apparatus* of the academy. The pupils at our Normal Schools, who are preparing to become teachers, must maintain themselves; the cadets at the academy receive \$28 a month, during their entire term, as a compensation for being educated at the public expense. Adding bounties and pensions to wages and rations, I suppose the cost of a common foot soldier in the army cannot be less than \$250 a year. The average cost of female teachers for the public schools of Massachusetts last year, was only \$13 60 a month, inclusive of board; or, at a rate which would give \$163 20 for the year; but the average length of the schools was but eight months, so that the cost of *two* common soldiers is nearly that of *five* female teachers. The annual salary of a colonel of dragoons in the United States army is \$2,206; of a brigadier-general, \$2,958; of a major-general, \$4,512; that of a captain of a ship of the line, when in service, \$4,500; and even when off duty, it is \$2,500!! There are but seven towns in Massachusetts where any teacher of a public school receives so high a salary as \$1,000; and in four of these towns one teacher only receives this sum.

Had my purpose been simply to show the pecuniary ability of the people at large to give the most generous compensation to such a company of accomplished, high-minded, noble teachers as would lift the race, at once, out of the pit of vice and ignorance and superstition, as safely and as tenderly as a mother bears her infant in her arms; — had my purpose been merely to show this pecuniary ability, then I have already said too much. But my design was, not merely to carry conviction to the minds of those who would contest this fact, but to make the denial of it ridiculous.

**ASTRONOMY.**—The subject of Astronomy is one upon which it is desirable that every teacher should give some general instruction to his pupils. For convenience, the heavenly bodies may be divided into three classes, the Solar, the Cometary, and the Stellar Systems; the first including the sun and the planets revolving around it; the second, all the comets which visit our system; and the third, the fixed stars which are supposed to be the central suns of other systems like our own.

A brief course of oral instruction on this subject embracing the leading facts of descriptive astronomy and illustrated by such diagrams as any ingenious teacher can easily present upon the black-board, would be of incalculable value, especially to the older pupils in common schools, and might be the means of awakening in many minds an unconquerable desire for a thorough acquaintance with this sublime science.

So far as is now known, the system to which the earth belongs, contains, besides the sun, thirty different bodies, of which fifteen are primary, and fifteen secondary planets. The primary planets are Mercury, Venus, Earth, Mars, Ceres, Pallas, Juno, Vesta, Astrea, Hebe, Iris, Jupiter, Saturn, Herschell, (or Uranus) and Neptune. Of the secondary planets or moons, the Earth has one; Jupiter, four; Saturn, seven, and Uranus, three. The primary planets are named above in the order of their distances from the sun, except the seven lying between the orbits of Mars and Jupiter, called Asteroids, or sometimes Telescopic planets, which are mentioned in the order of their discovery. Within the last seventy years, at least twelve planets have been discovered in addition to those previously known to belong to our system. Uranus was discovered in 1781. It has, for many years, been supposed to have six satellites or moons, but later astronomers, with better instruments, are confident of the existence of three only.

Ceres was discovered in 1801; Pallas, in 1802; Juno, in 1803; Vesta, in 1807; Astrea, on the 8th of December, 1845; Hebe, on the 1st of July, 1847, and Iris, in September or October, 1847.

Neptune was first identified as a planet in September, 1846, though it is now pretty well known to have been seen by astronomers once or twice during the last century, by whom it was supposed to be a star.

For many of the items above given we are indebted to the *Sidereal Messenger*, which is published monthly, by Prof. O. M. Mitchel of the Cincinnati Observatory, at \$3,00 per annum.

**VOTERS IN OHIO.**—From the statistics recently returned to the Legislature of this State, it appears that the number of free white male inhabitants over the age of twenty-one years, is 352,000. From the census of 1840, it appears that one-eighteenth of the free whites over twenty years of age were unable to read and write. If the same proportion of the number above named are in that condition, we have now in the State, about 20,000 voters unable to read their ballots or the laws by which they are governed!

The number of children and youth in the State, between the age of four and twenty-one years, is 734,193.



[From the Common School Journal, Vol. 1.]

## ANCIENT MODE OF TEACHING A BOY.

*A lesson from Alcuin, the preceptor of Pepin, son of Charlemagne, A. D. 800.*

What are letters? The keepers of history.

What is life? The gladness of the blessed; the sorrow of the wretched; the expectation of death.

What is death? The inevitable event; the uncertain pilgrimage; the thief of man.

What is man? The slave of death; a transient traveller; a local guest.

Where is man placed? Between six walls — above, below, before, behind, on the right hand, and on the left.

What is sleep? The image of death.

What is liberty? Innocence.

In how many ways is man changeable? In six — from hunger to fulness; from labor to rest; from wakefulness to sleep.

What is the head? The crown of the body.

What is the body? The home of the mind.

What is the brain? The preserver of the memory.

What are the eyes? The guides of the body; vessels of light; the index of the mind.

What are teeth? The millstones of our food.

What are the hands? The workmen of the body.

What are the legs? The pillars of the body.

What are the feet? Our movable foundation.

What is the Sun? The splendor of the world; the beauty of heaven; the grace of nature; the glory of the day; the distributor of the hours.

What is the Moon? The eye of night; the prophetess of the weather.

What are the stars? The seaman's pilot; the ornaments of the night.

What is the rain? The mother of corn.

What is a cloud? The night of day.

What is wind? The perturbation of air.

What is earth? The mother of the living; the nurse of the growing; the store-house of life; the devourer of all things.

What is the sea? The path of audacity; the boundary of the earth; the receptacle of the rivers; the divider of nations; the favorer of pleasures.

What are rivers? The irrigators of the earth.

What is frost? The destroyer of leaves; the persecutor of herbs; the fetter of the earth.

What is snow? Dry water.

What is Winter? The absence of Summer. Spring? The painter of the earth. Summer? The reclothed of the earth; the ripener of corn. Autumn? The granary of the year.

What is the year? The chariot of the world.

What does it carry? Day and night, heat and cold.

Who are its drivers? The Sun and Moon.

How many are its palaces? Twelve.

What is a ship? A wandering house; a perpetual inn; a traveler without footsteps.

What makes bitter things sweet? Hunger.

What never makes men weary? Gain.

What is a silent messenger? A letter.

Here is instruction, given by one of the first minds of the age, to a son of the most enlightened prince of that time — *without one word of scientific truth*, without the least particle of that information which is now afforded to almost every child, in civilized society.

COMMERCE AND NAVIGATION OF THE UNITED STATES.—The value of the merchandize, the growth and production of the United States, exported for the year ending 1st of July, 1847, was \$150,687,494, of which \$97,474,130 was exported to England, and \$19,277,992 to France. The value of the importations was \$115,298,572.

**THE PLEASURE OF GIVING.**—"I am rich enough, and can afford to give away £100 a year. I would not crawl upon the earth without doing a little good. I will enjoy the pleasure of what I give by giving it alive, and seeing another enjoy it. When I die I should be ashamed to leave enough for a monument, if there were a wanting friend above ground."—*Pope to Swift*.

We commend the idea contained in the above, to the attention not only of those who are reputed wealthy, but to those who are in comfortable circumstances, and gradually, if not rapidly, accumulating property, which they intend, perhaps, before they die, to will in mass to some noble charity. We exhort all such to begin to give while they are *alive* and can *see* their donations rightly used, instead of leaving trusts which, ten to one, may be unfaithfully executed after their death. A few years since Hon. Edmund Daight, of Boston, gave \$10,000 for the purpose of founding Normal Schools in Massachusetts, on condition that the State would appropriate an equal sum. The offer was accepted, and Massachusetts has now in operation three Normal Schools, which are undoubtedly a greater blessing to the State than the addition of millions to its revenue, or of a continent to its domain could have been. Ohio needs at least one Normal School; where is the citizen within its borders who will give \$10,000 or \$5,000 for the purpose of founding one?

#### EDUCATIONAL DOCUMENTS.

The Eleventh Annual Report of the Massachusetts Board of Education, accompanied by the Eleventh Annual Report of Hon. H. Mann, Secretary of the Board, have been received, from Mr. Mann. We are also indebted to Hon. I. Mayhew, Superintendent of Public Instruction in Michigan, for his Third Annual Report and the Primary School Law of that State; and to his Excellency Horace Eaton, State Superintendent of Schools in Vermont, for his Second Annual Report.

These are all most valuable documents, and we would gladly spread the greater part of their contents before our readers did circumstances permit. We do not know that it is possible for every person who might wish, to secure a copy of the Reports last named, but an edition of Mr. Mann's Report has been published by Wm. B. Fowle of Boston, and can be had for 20 cents per copy. Every friend of education in Ohio or the West should have it.

#### EDUCATIONAL PAPERS.

The Third Volume of the Journal of the Rhode Island Institute of Instruction, under the charge of Hon. H. Barnard, Commissioner of Public Schools, is to be published during the present year by Charles Burnett, Jr., Providence, R. I. Price, \$1.00.

The Connecticut School Manual, edited by Rev. Merrill Richardson, and published monthly at Hartford, Conn., commenced its second volume on the 1st of January last. The price is 50 cents per year.

The New York District School Journal, with this month, commences its ninth volume, under the editorial charge of Edward Cooper, A. M., late editor of the Teacher's Advocate. It is published monthly in Albany, at 50 cts. per annum.

It should be the aim of every teacher in Ohio to subscribe for all the educational papers published in his own State, and every Teacher's Association and Educational Society should subscribe for all the papers devoted to the cause, which are published in the Union, and the files should be carefully kept and bound at the end of each year.

**DWELLERS ON THE SEA.**—It is estimated that the number of men "whose home is on the deep," is between two and three million. It is supposed that two hundred and fifty thousand are employed in American vessels. From the peculiar privations this class of men endure, it is ascertained that the length of a generation is but fifteen years, and that at least six thousand perish annually from shipwreck.

**OUR PROSPECTS.**—The subscription list of the Journal is still slowly increasing, for which it is indebted to the persevering efforts of its friends. One of these, residing in Perrysburg, has sent us \$10 00; another in Sandusky City, \$7 00; one in Dayton, \$5 00; and a number of friends both in town and country have forwarded one, two, three or four dollars. Will not others be encouraged to do likewise? We have still some bound copies of the first, and several hundred of the second volume, which we shall gladly forward as premiums to those who secure subscribers and forward the money. All who wish to receive either the first or second volume in accordance with our offer, should state the fact, and give their names and address.

We have received several communications complaining of the failure to receive the numbers of the Journal. We can only say that, for some months past, each number has been published on or before the first of the month and that the papers have been regularly mailed to all the subscribers. Still, if any have failed to receive them, we will endeavor, if informed of it, to supply the missing numbers.

Specimen numbers, both of the present and the preceding volumes, will also be cheerfully furnished on application, by letter, post paid.

**STEAM.**—"Steam," said Mr. Webster in a recent speech, "is on the rivers, and the boatmen may repose on their oars; it is in the highways, and begins to exert itself along the courses of land conveyances; it is at the bottom of mines a thousand feet below the earth's surface; it is in the mill, and in the work-shops of the trades. It rows, it pumps, it excavates, it carries, it draws, it lifts, it hammers, it weaves, it spins, it prints."

**A PUPIL OF FENELON.**—Dr. Wayland, in his admirable illustrations of the laws of veracity, refers to a beautiful story of the Duke of Burgundy, a pupil of Fenelon, which is worthy of being had in continual remembrance. Shortly before his death, he was present at a cabinet council, in which it was proposed to violate a treaty, in order to secure important advantages to France. Reasons of State were offered in abundance to justify the deed of perfidy. The Duke of Burgundy heard them all in silence. When they had finished, he closed the conference by laying his hand upon the instrument, and saying with emphasis, "*Gentlemen, there is a treaty.*" This single sentiment is a more glorious monument to his fame than a column inscribed with the record of an hundred victories.

#### NOTICES OF BOOKS, &c.

**SCHOOL WRITING BOOKS, ADAPTED TO A SET OF CHIROGRAPHIC CHARTS, AND KEY;**—numbers one, two, three and four. By L. S. Fulton, Teacher of Penmanship in Lyons Union School. New York: A. S. Barnes & Co.

**WELLS' SCHOOL GRAMMAR,** stereotype edition. A Grammar of the English Language, for the use of Schools. By W. H. Wells, M. A. Boston: John P. Jewett & Co. Andover: Allen, Morrill & Wardwell.

**GRAY'S CHEMISTRY;** containing the principles of the science, both experimental and theoretical. Intended as a text book for Academies, High Schools and Colleges. By Alonzo Gray, A. M. Cincinnati: W. H. Moore & Co. New York: M. H. Newman & Co.

**ELEMENTS OF MUSICAL ARTICULATION,** by Wm. Russell. With ILLUSTRATIONS IN VOCAL MUSIC, by Lowell Mason. Boston: Wilkins, Carter & Co.

**MY LITTLE GEOGRAPHY,** in "Komstok's Perfekt Alfabet," edited by Mrs. L. C. Tuthill. Philadelphia: Lindsey & Blakiston; 1847.

**AN INTRODUCTION to the Author's "Course of Reading" and "Elements of Reading and Oratory."** By H. Mandeville, D. D. New York: D. Appleton & Co. Philadelphia: G. S. Appleton; 1848.

## The School Chart of Elementary Sounds.

PREPARED BY ASA D. LORD, M. D.

THE first edition of this Chart was published in 1845, some months before the appearance of the "Normal Chart," and "Town's Chart of Elementary Sounds." The classification of the sounds of our language is nearly the same as that given by Dr. A. Comstock.

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## Prospectus of the Ohio School Journal.—Vol. III.

The third volume of the OHIO SCHOOL JOURNAL will commence on the first of January, 1848, and be published in Columbus, monthly, in octavo form, each number containing twelve closely printed pages of reading matter, besides notices of books.

The Journal will, as heretofore, be devoted to the promotion of popular education. It will contain articles of interest and value to parents and the family circle, to the farmer and the mechanic; in short, it will be a repository of useful information for all classes, and being printed in a form convenient for binding, it will be found an interesting paper for monthly reading and a valuable work for future reference.

Post Masters, School Officers, Teachers and the friends of education in general, are earnestly invited to aid in giving it a wide circulation.

Editors, throughout the State, are requested to notice it and publish this prospectus, those who give it an insertion and forward a copy will receive the Journal for the year.

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All orders and communications should be addressed to A. D. LORD, M. D., Columbus, Ohio.

Mr. H. F. WILCOX, who is constantly traveling in the west has consented to act as general agent for us, and is authorised to appoint local agents and to transact any other business for the Journal.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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Vol. III.]

COLUMBUS, MAY, 1848.

[No. 5.]

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## THE TEACHERS' PROFESSION.

The question has often been asked, What is necessary to make teaching a profession? or, to enable the employment to take rank among the learned professions? Some have maintained that it can only be made such by legal enactments; others, that the whole community must concur in giving to teachers the respect and consideration due to the importance and usefulness of their calling; and others still, that by raising the salaries of teachers, many will be led to qualify themselves for the occupation, and that persons of high intellectual and moral endowments will be led to engage in it for life, and that without other aid, they will be able to secure for the employment the rank which it should hold. Without attempting to discuss any of these opinions, we suppose that the following requisites are necessary in order to accomplish the object under consideration:

1. That those who intend to engage in the employment, should, after acquiring a respectable academic education, pursue for, at least, three years, a course of reading and study for the purpose of becoming acquainted with the theory and practice of teaching, and the proper modes for the development and cultivation of the powers and susceptibilities of the mind.

2. That every candidate for the teacher's office should be rigidly examined upon all that pertains to the business of educating as well as teaching, by a board of professional teachers, and by them licensed, if found qualified both to teach and to educate.

3. That those who have thus prepared themselves, and have been duly licensed, should engage in the employment for life, relying upon it, not only for a livelihood, but for whatever of respect or consideration, of honor or fame they hope to attain.

If these views are correct, it will be readily seen that the whole subject is entirely in the hands of teachers themselves.

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**A STARTLING FACT.**—Governor Briggs, at the temperance meeting in Faneuil Hall, Boston, on Tuesday evening last, stated that the report of the committee appointed to inquire in regard to the idiots in the commonwealth, showed that there were from 1200 to 1300 of that unfortunate class, and also the astounding fact that 1100 to 1200 of them were born of drunken parents.

## NOTES ON THE STUDY OF GEOLOGY.

BY REV. R. MORRIS—No. 2.

*A Useful Intention.*

The reader doubtless understood me in my first essay to recommend the procuring of a good suite of specimens in mineralogy. To these he should add some named fossil, and as many other geological aids as practicable. To get them named and described by competent men is not always easy, yet it is altogether essential, as the student will readily perceive, for, a slight error in the description of a specimen might run through and vitiate a whole course. If a cabinet can be procured of Prof. Shepard, of New Haven, (who used occasionally to prepare them for applicants,) or from Dr. Chilton, of New York city, the student may feel secure to depend on such. For books, he may purchase Lyell's Elements, Hitchcock's, Trimmer's, Mather's and Bakewell's Geologies, and take Siliman's Journal, by all means.

But what about the 'useful intention' with which I headed this chapter? It means that the student should, in his geological pursuits, aim at nothing but *practical usefulness*. So many who begin it run *extravaganza* into the coldest (and baldest) theorizing that it is necessary to warn off the unsuspecting from that rock.

Do not think of such a thing, my dear reader. Tempting as it may be, to sit at home and dream over systems, instead of climbing hills to gather rocks, yet the climbing will most certainly benefit yourself, and may be the world who study after you, while theories, cut and dried by the dozen, and better than you could manufacture in a century, may be found in every newspaper. After you have spent ten years in this service, you will see what I am anxious you should see now, that if men who have devoted their lives to its development, are cautious to advance new opinions, and timid to defend them, the tyro who cannot name a hundred minerals or trace up a fossil, should stand aloof.

I am induced to protract my remarks upon this head, for I have found difficulty in restraining the fancy of my own students disposed to run off into guessing, instead of digging in plain, honest facts. Will the reader rather choose to be one of those who can aid the science with new facts, instead of heaping on a new theory?

None but an ignoramus, now-a-days, searches for *perpetual motion*, or *squaring the circle*.

My idea of 'a useful intention' in the study of Geology, is the following: 1. To lead the way for our pupils in gaining a taste for natural objects. Geology has such a necessary connection with Botany, Conchology, Mineralogy, Paleontology, &c., &c., that it is hard to avoid them, when we acquire an appetite for the former. 2. To be prominent in acquiring facts, personally or by deputy, respecting the Geology of our own locality. This is demanded by the science itself, of all its votaries. The man who lives in sight of a bluff, is the man who should describe it. 3. To be free in imparting practical facts to men in the various professions which de-



pend, in a degree, upon Geology. The road maker, the stone mason, the tombstone cutter, the house mason, the brick maker, the glass maker, the potter, the miner, the iron founder and the lime burner can all be benefitted by an access to a museum of local specimens with lucid descriptions. So by analyzing soils and subsoils for the farmer, you may find daily occasions for doing good to those around. 4. To exchange with cabinets and societies elsewhere. It is the characteristic of this noble science *freely to give*. It is the trait which distinguishes the profession of a geologist above any other, and should be perpetuated by all who join the ranks.

These four points of 'a useful intention' have no limit in their application, for as Geology ventures to explore the profoundest secrets of the earth, so all that is seen of its surface, and all that is done upon it, are someway connected with the science.

The man, then, who has learned enough of this science *to love it*, carries out wisdom to every locality, and brings more back; imparts a taste to every thirsting mind, and has his own mind mightily enlarged by the communication; gives freely to others, and receives a greater gift in return. Even as I intermit my writing, and, looking downward, pierce the ten thousand strata beneath me, through the mould, through the gravel, the clay, the slate, the sand, the sandstone, down, down, to the central furnace which rages with immeasurable heat, my desire for such wisdom glows and swells in my heart, to know more of it than has been known, to impart more than has been imparted. Not proposing myself for a pattern to any, yet the reader will certainly enjoy these reflections if he will prosecute the science with 'a useful intention.' When he can find occupation for every idle hour, interest in every ravine, and wisdom upon every highway, he may count himself to have made *one good step* in Geology; and when he is able to bestow a mite of practical information upon every one who inquires, he is reaping some of the golden fruits of 'a useful intention.'

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[From the third Annual Report of Mr. Mayhew, Superintendent of Public Instructions in Michigan.]

#### WHO ARE INTERESTED IN THE SUBJECT OF EDUCATION.

The cause of popular education commends itself to every individual in the community, whether he has children or not, and whether those children are already educated or not.

1st. This cause commends itself to every *citizen*, even though he regards no other than his pecuniary interests. If civilization is preferable to barbarism, then is every citizen personally interested in the improvement of our schools, and the education of all the youth of the State. If our neighbors' children are untaught, and suffered to grow to years under the influence of *street education*, in indolence and vice, we thereby jeopard the safety of our persons and property. But if our own and our neighbors' children are

properly educated; if their minds are well cultivated, and they become thoroughly established in habits of industry, frugality, and virtue, then we are safe in our persons and in our property.

The man of wealth, who, from sordid motives, refuses or neglects to co-operate in this noblest of enterprises, which contemplates the greatest good of the present and all coming generations, may, in a few years, realize that he was penny wise and pound foolish; for the very children whose education he neglected, would have become, under favorable auspices, good citizens, peaceable neighbors, and prosperous members of the community. But now they are hardly better than barbarians. In times of civil commotion, political excitement, or pecuniary embarrassment, they are ready to mingle with, or head, if need be, a frenzied mob; and he, under whose benign patronage they might have become prosperous citizens and good members of the community, in consequence of his cold neglect, if not contempt, may be the first to see his own house torn down over his head, and his family turned into the streets in penury, while his stores and his warehouses are broken open, and his goods and merchandise are seized upon and distributed to the clamorous and hungry multitude.

2d. This cause commends itself to the *patriot*. How can he who loves his country, and desires to see a broad and deep—a sure foundation laid, upon which may be reared a magnificent and enduring superstructure of national grandeur, so reasonably expect to see the consummation of his hopes as when maturing and executing liberal plans for the education of his country's youth.

The language of George Washington, in his farewell address, "Promote as an object of primary importance, institutions for the general diffusion of knowledge," we have already quoted.

Akin to this is the noble sentiment of John Adams, which he conveyed to his wife when public duties separated him from his family. Said he, "the education of my children is never out of my mind. Train them to virtue; habituate them to industry, activity and spirit; make them consider every vice as shameful and unmanly; fire them with ambition to be useful; make them disdain to be destitute of any useful knowledge."

Every parent should make these sentiments his own; and every man claiming to be a *patriot*, should be able in some sense to say, "the education of my country's youth is never out of my mind." And he should *act* consistently with this sentiment.

3d. This cause commends itself to the *philanthropist*. He who loves his kind and desires to meliorate their condition, can, in no other way so successfully labor to accomplish the object of his wishes, as in building up good systems of education for the young.

There is nothing valuable pertaining to man, but what he is of himself; and it is the province of the educator harmoniously to develop his infinite capabilities, and thus qualify him for the greatest usefulness to his fellows, and the personal enjoyment of the maximum of human happiness.

4th. Need I add, this cause commends itself to the *christian*? How can the disciple of JESUS so successfully execute the instruc-

tion of the risen Savior, "go teach all nations," as in providing suitable schools for the education of children?—schools in which their evil propensities shall be subdued, and their nobler powers be cultivated and *cherished* into a healthful growth?—schools, in short, in which "children shall be trained up in the way they should go?"

5th. But more especially does this cause commend itself to the *christian minister*. The Great Teacher said, "suffer little children to come unto me, and forbid them not; for of such is the kingdom of heaven,—and he took them in his arms and blessed them." It is nevertheless true that "a child left to himself bringeth his parents to shame." How important, then, is early religious training. And how much easier and pleasanter it is rightly to direct the opening energies of the youthful mind, and cultivate a love for truth and virtue, until their principles are fixed in the heart and incorporated into the very being, than it is to reform the man grown old in sin. Education, in a full and proper sense, implies all that training which is necessary rightly to develop man's immortal energies, and prepare him for respectability, usefulness and happiness in this life, and for everlasting felicity in that which is to come.

Let me not be misunderstood in the use of the word "religious." I use it as inculcating the doctrines of the Sermon on the Mount, and the sublime precepts of the Bible, and in a sense as far removed from sectarianism as true piety is from bigotry.

All our children will be educated somewhere. It is for us to elect whether they shall receive their training *in the school house*, or *in the streets*; and if in the former, whether in good or bad schools.

In the discharge of my official duties in this State, I have had occasion to visit two counties in which there were no organized common schools.\* They were not, however, without places of instruction; for in the shire town of each of those counties there were a billiard-room, bar-rooms, and ball-alleys. I was forcibly impressed with the remark of an Indian Chief residing in one of those counties. As he was passing along the streets one day, he discovered a *second ball-alley* in process of erection. He paused, and remarked to those at work upon it, "you have here another very long building going up rapidly; and," he added, "is this the place where our children are to be educated?" Those two ball-alleys, with their bars, (indispensable appendages,) were thronged from six o'clock in the morning until past midnight, six days in the week. They were, moreover, the very places where many of the youth of that village were receiving their education. And who were their teachers? Idlers, tipplers, gamblers, profane persons, sabbath breakers. As is the teacher, so will be the school. These pupils will graduate, it may be, at our poor houses, at our county jails, or at our State Penitentiary.

How much more pleasant and satisfactory it must be to every good citizen, to bear a part in educating the poor of his district, than to wait a few years, and then pay the same amount, with a heavy

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\* Schools have since been organized in both of those counties.

interest, to support them as paupers or criminals; and especially when we consider that they became such by the cold neglect of their neighbors and fellow citizens.

I have said all our children will be educated somewhere. Should we not exercise the same vigilance, and put forth the same effort, and *greater*, if need be, to have every child in our respective towns and districts, educated in a good school, that devoted politicians, on the eve of an exciting election, do to secure the attendance of every voter at the polls?

Just in proportion as the lovers of good order, and the lovers of our country and her precious, blood-bought institutions, relax their exertions in this cause, just in proportion as they cease to put forth the requisite efforts to improve and elevate our country's youth, just in the same ratio will his Satanic Majesty's votaries increase their efforts in sending forth the thousand and one streams of iniquity and death which their foul machinations have invented to poison the youth of our country, and forever blast their fair prospects. There is no standing still in this matter. We must preoccupy the ground, and put forth the necessary effort to train the rising generation aright, that our species may advance in the scale of being and human perfectibility, or, by the ceaseless efforts of wicked men, they will retrograde and descend the steep of death.

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ERRORS IN ARITHMETIC.—It is quite common for teachers to allow their pupils to use, improperly, many of the *terms* employed in Arithmetic. Too great pains cannot be taken, in any science, to secure an accurate and discriminating use of terms, and, in order to secure this, accurate definitions of these terms must first be committed to memory and clearly understood.

The result obtained by addition should be called the *sum*. The sum of principal and interest is properly called the *amount*. The number left when the divisor is not contained in the dividend an integral number of times, is the *remainder*. The cipher may be called nought, cipher, or zero, but should never be called *aught*. A fraction is defined "a broken number." It would be better to define as an expression for one or more parts of an entire quantity or number. Numbers are said to increase from the right toward the left in a tenfold *proportion*. They increase in a tenfold *ratio*. Ratio is the relation existing between two numbers or quantities of the same kind. Proportion is equality of ratios, and the mathematical expression called a proportion is a union of two equal ratios, and must consist of *four* terms. A progression is defined "a series of numbers more than *three*." A *proportion* contains *four* terms. A *progression* should contain at least *five*. It is said in most of our books that in the extraction of the square and cube roots, "numbers are divided into periods for the purpose of ascertaining of how many figures the root will consist;" true, this is thus ascertained, but the only important object to be gained by the process is, to ascertain *how many figures the left hand period contains*.

## LIBRARY OF EDUCATION.

As Teachers' Institutes, and County Educational Societies are multiplying in our State, the formation of Libraries of Educational Works is becoming a matter of much importance. Having received frequent inquiries from teachers and others in regard to the titles and prices of books suitable for such purposes, we have prepared the following list of works belonging to different classes. Those named in the first list should be found in the library of every society :

Titles.	Publishers.	Published.	Price.
Page's Theory and Practice of Teaching .....	A. S. Barnes & Co. . .	New York.	\$1 00
The School and the School Master .....	Harper & Brothers . . .	do . . .	1 00
Palmer's Teachers' Manual . . .	Wm. Pierce . . . . .	Boston . .	75
Abbott's Teacher .....	W. B. Fowle . . . . .	do . . .	75
Fowle's Teacher's Institute . . .	Roe Lockwood . . . .	New York.	50
Dwight's School Master's Friend	M. H. Newman . . . .	do . . .	50
Confessions of a School Master,	Reed & Barber . . . .	Hartford ..	50
Dunn's Teachers' Manual . . . .	.....	Boston . .	38
Davis' Teacher Taught .....	.....	do . . .	50
Hall's Lectures on School Keeping .....	.....	do . . .	37
Hall's Lectures to Female Teachers.....	Harper & Brothers . . .	New York.	50
Smith's History of Education ..	..... do . . . . .	do . . .	1 00
Taylor's District School.....	E. P. Peabody . . . . .	do . . .	75
Mann's Lectures on Education.	John Grigg . . . . .	Philadelphia.....	37
Theory of Teaching, by a Teacher .....	.....	do . . .	12
School Keeping .....	M. H. Newman . . . .	New York.	50
Wines' How shall I govern my School .....	.....	do . . .	75
Slate and Blackboard Exercises, Hints and Methods for the use of Teachers.....	.....	Hartford ..	50
The District School as it was ..	Gray & Brown . . . .	do . . .	75
Practical Education.....	.....	Boston . .	75
Education and Health.....	.....	do . . .	75
Locke and Milton on Education,	.....	do . . .	75
Wines' Hints on Popular Education .....	.....	do . . .	75
Lectures of the American Institute of Instruction, 1830 to 1848, 18 volumes .....	.....	Boston . .	75
Transactions of the West. Literary Institute and College of Teachers, 1884 to 1840, 8 vols.	.....	Cincinnati.....	75

To these works may be added the following valuable documents pertaining to the history, progress and present condition of education in our own and other countries :

LAWS AND DOCUMENTS RELATING TO THE COMMON SCHOOL SYSTEM OF MASSACHUSETTS. This volume includes a sketch of the acts of

the Legislature, pertaining to free schools, from 1642 to 1843, the laws as they now are, and the Annual Reports of the State Board of Education, and of the secretary of the board, from 1835 to 1844.

**A DIGEST OF THE COMMON SCHOOL SYSTEM OF THE STATE OF NEW YORK;** with the forms, instructions and decisions of the Superintendent, and a sketch of the origin, progress and present condition of the State School System. By S. S. Randall, Deputy Superintendent of common schools, Albany, 1844.

**LAWS AND REPORTS RESPECTING THE COMMON SCHOOL SYSTEM OF NEW YORK IN 1844.** This volume contains the reports of the several county superintendents for 1843-4.

**REPORTS AND DOCUMENTS RELATING TO THE COMMON SCHOOL SYSTEM OF CONNECTICUT,** by H. Barnard, Secretary of the Board of Commissioners of Common Schools. Hartford: Case, Tiffany & Co.

This volume embraces all the official documents of the Board of School Commissioners and their Secretary, from 1835 to 1842, with a history of the origin and progress of the school system of the State from its foundation to 1842, and an appendix containing an account of the school systems in England, Scotland, Ireland, Holland, Germany, France, Italy and Switzerland.

**THE JOURNAL OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION,** for 1846, '47, and '48, containing the Annual Reports of Mr. Barnard, as Commissioner of Schools in Rhode Island.

To these should be added the reports of Hon. S. P. Beers, State Superintendent of schools in Connecticut; the Annual Reports of Mr. Mann, from 1844 to 1848; the reports of the Board of Education in Maine, for 1847 and 1848; of the Commissioner of schools in New Hampshire; of the State Superintendents in Vermont, New York, New Jersey, Pennsylvania, Ohio and Michigan. Beside these, the Annual Reports of the public schools in Boston, Providence, New York, Philadelphia, New Orleans, Cincinnati, and other cities, are invaluable documents, and no teacher or school director should consider himself competent to discharge his duties, without having faithfully studied a large number of these reports.

Among the many valuable works on the progress and condition of education in other countries, are the following:

**REPORTS ON EDUCATION IN EUROPE,** by Alexander D. Bache, Philadelphia, 1839: 666 pages.

**REPORT ON ELEMENTARY INSTRUCTION** in Europe, by Calvin E. Stone, D. D. Printed at Boston: price 31 cents.

**SEVENTH ANNUAL REPORT** of Hon. H. Mann. Published by Wm. B. Fowle, Boston: Price 25 cents. This report contains an account of Mr. Mann's visit in Europe.

**COUSIN'S REPORT ON PUBLIC INSTRUCTION IN PRUSSIA**—New York, Wiley & Long.

**ACCOUNT OF THE EDINBURGH SESSIONAL SCHOOL,** by John Wood, Boston; Monroe & Francis, publishers. This is a most valuable work.

Much of the valuable information contained in the reports named above, may be found in the following Educational Journals, com-

plete sets of the bound volumes of which can doubtless still be furnished at the respective offices of publication :

THE CONN. COMMON SCHOOL JOURNAL, edited by Mr. Barnard, from 1838 to 1842. Four quarto volumes in one.

THE COMMON SCHOOL JOURNAL, edited by Mr. Mann, and published by Wm. B. Fowle, Boston. Nine volumes, commencing in 1838: one dollar per volume.

THE DISTRICT SCHOOL JOURNAL, edited by F. Dwight and others. Four volumes, fifty cents each. Published by John R. Humphrey, Albany, N. Y.

Having so often spoken of the value of the Educational Journals now published in the Union, and of the necessity of sustaining them by a liberal patronage, it is not necessary for us to argue that point in this connection, and we close with naming several valuable works designed to aid *self culture*, of some of which it is desirable that every young person, male or female, and especially every teacher, should be possessed, and which should at least be found in the library of every Teachers' Association :

The Students' Manual, by Rev. John Todd ; Self Culture, by Dr. Channing ; Self Cultivation, by Rev. Tryon Edwards ; The Young Man's Aid, by Rev. H. Winslow ; The Young Man's Guide, by Dr. Alcott ; Hawes' Lectures to Young Men, by Rev. Dr. Hawes ; Fireside Education, by S. G. Goodrich ; Mrs. Sigourney's Letters to Young Ladies ; The Young Lady's Friend, by Mrs. Farrar ; Means and Ends, or Self Training, by Miss Sedgwick ; Domestic Economy, by Miss Beecher ; The Female Student, or Fireside Education, by Mrs. Lincoln Phelps ; The Young Lady's Home, by Mrs. L. C. Tuthill ; The Young Lady's Companion, by Miss Coxe ; Woman's Mission, from the French ; The Duty of American Women to their Country, and an Address to American Women, by Miss C. E. Beecher.

In making the foregoing lists, we have been greatly aided by the reports of Mr. Barnard.

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OHIO STATE TEACHERS' ASSOCIATION.—The meeting of this Association to be held at Dayton, will, unquestionably, be one of deep interest, and of the greatest importance to the interests of education in the State. It is earnestly to be hoped that there will be a delegation present from every county, and we shall hope to see some friends of education from other States. Will not editors throughout Ohio publish the notice of the Executive Committee, and urge all interested in the cause to attend ?

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As the political changes which are almost daily occurring in Europe are awakening a deep interest in the minds of all, we cannot, perhaps, do a better service for our readers than to copy from the American Almanac for 1848, the following table :

## STATES OF EUROPE,

With the form of Government, Square Miles, and Population, according to McCulloch's Geographical Dictionary, with Corrections.

States and Titles.	Form of Government.	Square miles.	Populat'n.
Andorre, Pyrenees, <i>Repub.</i>	With two Syndics and a council.....	190	7,000
*Anhalt-Bernburg, <i>Duchy.</i>	States having limited powers .....	336	46,920
*Anhalt-Cöthen, <i>do</i> ..	do do do .....	310	40,200
*Anhalt-Dessau, <i>do</i> ..	do do do .....	337	61,480
*Austria, <i>Empire</i> .....	Absolute mon., except Hungary, &c.,	255,226	36,519,560
*Baden, <i>Grand Duchy</i> ..	Limited sovereignty; two chambers ..	5,712	1,263,100
*Bavaria, <i>Kingdom</i> .....	Limited monarchy; do do .....	28,435	4,315,469
Belgium, <i>do</i> .....	do do do .....	12,569	4,212,600
*Bremen, <i>Free City</i> .....	Republic; senate and convention....	67	57,800
*Brunswick, <i>Duchy</i> .....	Limited sovereignty; one chamber ..	1,525	269,000
Church, States of, <i>Pope</i> dom ..	Absolute elective sovereignty .....	17,048	2,732,436
Denmark, <i>Kingdom</i> .....	Absolute monarchy; with prov. states,	59,762	2,033,265
France, <i>do</i> .....	Limited monarchy; two chambers...	202,125	34,194,875
*Frankfort, <i>Free City</i> ..	Republic; senate and legislative body,	911	64,570
Great Britain, <i>Kingdom</i> ..	Limited mon.; lords and commons ..	116,700	26,831,105
Greece, <i>do</i> ..	Limited monarchy .....	10,206	926,000
*Hamburg, <i>Free City</i> ..	Republic; senate and com. council..	119	153,500
*Hapover, <i>Kingdom</i> .....	Limited monarchy; two chambers...	14,600	1,706,280
*Hesse Cassel, <i>Electorate</i> ..	Limited sovereignty; one chamber ..	4,386	704,960
*Hesse Darmstadt, <i>G. Duchy</i> ..	Limited sovereignty; two chambers..	3,198	783,400
*Hesse Hom'g, <i>Landg'v'le</i> ..	Absolute sovereignty .....	154	23,400
*Hohenzol.-Hechingen, <i>Pr.</i>	Limited; one chamber .....	136	20,200
*Hohenzol.-Sigmaring'n, <i>do</i>	do do do .....	383	42,990
Holland, with Luxemburg, ..	Limited monarchy; two chambers...	13,890	2,915,396
Ionian Islands, <i>Republic.</i>	Under Brit. protec.; coun. & chamb.,	998	208,100
*Lichtenstein, <i>Principality</i> ..	Limited monarchy; with one chamb.,	52	6,520
*Lippe Detmold, <i>do</i> ..	do do do .....	432	82,970
*Lubeck, <i>Free City</i> .....	Republic; senate and com. council..	142	47,200
Lucca, <i>Duchy</i> ..	Limited sovereignty; with one chamb.,	410	158,900
*Mecklen.-Schwerin, <i>G. D.</i>	Limited monarchy; with one chamb.,	4,701	482,652
*Mecklenburg-Strelitz, <i>do</i>	do do do .....	1,094	87,820
Modena and Massa, <i>Duchy.</i>	Absolute sovereignty .....	2,073	403,000
Monaco, <i>Principality</i> ..	do do do .....	50	7,000
*Nassau, <i>Duchy</i> .....	Limited sovereignty; two chambers ..	1,736	379,262
*Oldenburg, <i>Grand Duchy</i> ..	Absolute sovereignty .....	2,470	267,660
Parma, <i>Duchy</i> ..	do do do .....	2,184	465,673
Portugal, <i>Kingdom</i> .....	Limited monarchy; one chamb. of rep.	34,500	3,550,000
*Prussia, <i>do</i> ..	Absolute monarchy; provincial states,	106,302	14,330,146
*Reuss, <i>principality</i> of ..	Limited sovereignty; one chamber ..	588	103,550
† Russia, <i>Empire</i> .....	Absolute monarchy .....	2,041,809	62,500,000
San Marino, <i>Republic</i> ..	Senate and council of ancients.....	21	7,600
Sardinia, <i>Kingdom</i> ..	Absolute monarchy .....	28,830	4,168,797
*Saxony, <i>do</i> ..	Limited monarchy; two chambers ..	5,705	1,652,114
*Saxe-Altenburg, <i>Duchy.</i> ..	Limited monarchy; one chamber ....	491	121,590
*Saxe-Cob'g and Gotha, <i>do</i>	do do do .....	790	140,030
*Saxe-Mein.-Hildburg, <i>do</i>	do do do .....	880	148,590
*Saxe-Weim.-Eisenach, <i>do</i>	do do do .....	1,403	245,620
*Schwarzburg, <i>Princ. of.</i>	do do do .....	746	55,810
*Schauenburg-Lippe, <i>Prin.</i>	do do do .....	205	27,600
Sicilies; The Two, <i>King</i> ..	Limited monarchy; with a council...	41,521	7,975,850
Spain, <i>Kingdom</i> .....	Limited monarchy; with a legislature,	176,480	12,386,941
Sweden & Norway, <i>King.</i>	Lim. mon.; with a diet and storthing,	284,530	4,156,900
Switzerland, <i>Republic</i> ..	Confederation of republics; a diet...	17,208	2,125,480
† Turkey, <i>Empire</i> .....	Absolute monarchy .....	183,140	9,515,000
Tuscany, <i>Grand Duchy</i> ..	Absolute sovereignty .....	8,362	1,436,785
*Waldeck, <i>Principality</i> ..	Limited sovereignty; one chamber ..	455	56,480
*Württemberg, <i>Kingdom</i> ..	Limited monarchy; two chambers...	7,568	1,634,554
Total .....		3,708,871	

\* Member of the Confederation of Germany.

† Including Poland.

‡ Including Wallachia, Moldavia, and Servia.



From the above, it appears that of the fifty-seven governments existing in Europe, a few months since, only eight were republican; and of the forty-nine monarchical governments, thirteen were absolute, and thirty-six limited monarchies, and that these different sovereignties are classified as follows: one Poppedom, one Electorate, one Landgraviate, three Empires, six Grand Duchies, nine Principalities, twelve Duchies, and sixteen Kingdoms.

The crowned heads in three of the kingdoms, Great Britain, Spain and Portugal, are Queens, and the Duchy of Parma is ruled by a Duchess. The Emperor of Turkey is commonly called the Sultan.

The following graphic sketch of the present condition and the prospects of freedom in many of these countries, is copied from the letter of Hon. H. Mann to the committee of the convention which nominated him to succeed Mr. Adams in Congress:

"The declaration of American Independence, in 1776, was the first complete assertion of human rights, on an extensive scale, ever made by mankind. Less than three-quarters of a century has elapsed, and already the greatest portion of the civilized world has felt the influence of that Declaration. France, for years, has had a constitutional monarchy; perhaps to-day her government is republican. Holland and Belgium are comparatively free. Almost all the States of the German Confederation have a written constitution, and a Legislature with a popular branch. Prussia has lastly commenced a representative system. The iron rule of Austria is relaxed under the fervent heat which liberty reflects from surrounding nations. Naples and Sicily have just burst the bonds of tyranny. In Rome and the States of the Church, where, under the influence of religious and political despotism, the heart of freedom was supposed to be petrified into insoluble hardness, that heart is now beginning to pulsate with a new life, and to throb with sympathy for humanity. Great Britain and Denmark have emancipated their slaves in the West Indies. Measures are now in progress to ameliorate the condition of the Russian serfs."

### Questions used in the written examination of Candidates for the place of Teachers in the Public Schools of Columbus.

#### GENERAL QUESTIONS.

Please write your name in full, and your residence.

1. Is it your intention to make *teaching* your employment?
2. Have you made any special effort to prepare yourself for teaching?
3. What books have you read on the science and art of teaching?
4. How many times in a half day should a schoolroom be ventilated?
5. How do you endeavor to inspire in pupils a respect for the right of property, and proper care in the use of books and the furniture of the schoolroom?

#### THEORY OF TEACHING.

1. What is the difference between *teaching* and *educating*?
2. Name the intellectual faculties which you aim to cultivate in teaching.
3. What sentiments or susceptibilities of the mind should the teacher develop?

4. What faculties of mind are mainly cultivated by exercises in mental arithmetic?
5. Which is the more important object the acquisition of knowledge, or the discipline of the mind?

#### SCHOOL GOVERNMENT.

1. What are the most important requisites for the ability to govern a school successfully?
2. At the opening of a school, is it best to publish a code of rules?
3. How can you secure the co-operation of the older pupils in sustaining the government of the school?
4. Would you use ironical or sarcastic language in reproving your pupils?
5. To what *motives* do you think it proper to appeal, in governing a school?

#### THE ENGLISH LANGUAGE.

1. Name the classes of organs employed in the formation of oral sounds?
2. How may the sounds of our language be classified?
3. How can *spelling* be taught best; by spelling columns of words, or by selecting words from the reading lessons; by spelling words orally, or by writing them?
4. What is meant by the *key-note*, in reading?
5. What are *inflections*, and how many inflections are used in reading?
6. What is *emphasis*, and in how many ways may words be made *emphatic*?
7. Arrange the following words so as to make good sense: For, preparing, another, in, world, this, must, life, we, duties, the, neglect, of, not.
8. Punctuate the following, and state how many persons there were in the coach: "The persons inside the coach were Mr Miner a clergyman his son a lawyer Mr Eddy a foreigner his lady and a child."
9. Form as many derivatives as you can from each of the following words: *act, press, move, art*.
10. Write a sentence, containing a subject, a predicate and an object; another, containing a predicate nominative; and another containing a noun in apposition with a noun or pronoun.

#### ARITHMETIC.

1. In teaching mental arithmetic to small scholars, would you use a text-book?
2. What are *prims* numbers? name all the primes between 1 and 20.
3. Give the name of the *result* in each of the following operations: Addition, Subtraction, Multiplication, Division, Involution and Evolution.
4. Change 17s., 8d. and 3 qrs., to the decimal of a £; and then give the value of this expression in Federal money.
5. What is the interest of \$48 50, for five months, at 8 per cent.?

#### GEOGRAPHY AND HISTORY.

1. Name the most important subjects belonging to *physical* Geography.
2. Name the different kinds of civil government now existing on the globe, and an example of each.
3. How many States are there now in the Union, and which of them lie, entirely, south of the parallel of thirty-five degrees?
4. What is History, and how is it generally divided?
5. Name five of the most important events in American history, and give the date of each.

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Mr. Mann, Secretary of the Massachusetts State Board of Education, has been elected to fill the place of Mr. Adams in Congress, but we rejoice to learn by a letter from Boston, that he will not, at present, resign his office as Secretary of the Board of Education.

### TEACHERS' INSTITUTES.

From the act relating to these schools, contained in this number, it will be seen that provision is made for the expenses of one or more sessions per year, in each county in the State. The law to which this is an amendment, was passed during the session of 1846-7. It provides that the county commissioners may appropriate the annual avails (above the five per cent. appropriated to school purposes) derived from the income of the portion of the Surplus Revenue distributed to the county. The fund thus provided is amply sufficient to defray the expenses of a Teachers' Institute for two weeks or more, at least in every county where the State deposit was properly invested.

The friends of education in every county should give prompt attention to this subject, and secure the proper action on the part of the commissioners.

In accordance with the arrangements made by the Executive Committee of the State Teachers' Association, Institutes have already been attended in some ten or twelve different counties. As soon as possible we shall publish a table containing the statistics of all.

**NORMAL CLASS.**—We would call the special attention of teachers in the State to the course of Lectures to be given at Norwalk, under the direction of the State Teachers' Association.

### AN ACT

To amend an act to encourage Teachers' Institutes, and to extend the provisions of the acts providing for Teachers' Institutes and county superintendents, to the several counties of this State.

**SEC. 1.** *Be it enacted by the General Assembly of the State of Ohio, That the provisions of an act entitled "an act to encourage teachers' institutes," and the act entitled "an act to provide for the appointment of county superintendents of common schools, and defining their duties in certain counties therein named," passed February eighth, eighteen hundred and forty-seven, be, and the same are, hereby extended to all the counties in this State.*

**SEC. 2.** *That the second section of the act entitled "an act to encourage teachers' institutes," passed February eighth, eighteen hundred and forty-seven, is hereby so amended that all money used under the provisions of said section in purchasing libraries, shall be used in purchasing and supporting suitable common school libraries for the several common school districts in the several counties in this State that may be in possession of the fund named in the first section of said act.*

JOSEPH S. HAWKINS,

*Speaker of the House of Representatives.*

CHARLES B. GODDARD,

*Speaker of the Senate.*

February 24, 1848.

**MEETING OF THE OHIO STATE TEACHERS' ASSOCIATION.**—The first regular meeting of the Ohio State Teachers' Association will be held in Dayton, on the first and second days of June next.

Addresses may be expected from gentlemen from various parts of the State. Reports on subjects connected with the interests of schools will be presented on each day of the meeting.

Subjects of interest will be brought before the Association, for discussion. Teachers and friends of education in Ohio, Indiana, or other States, are invited to attend.

County Teachers' Associations and Educational Societies are requested to send delegates.

M. F. COWDERY,

*Ch'n Ex. Com. Ohio State Teachers' Association.*

Akron, Summit Co., Ohio, April 19, 1848.

## TO TEACHERS IN OHIO.

*First Normal Class of the State Teachers' Association.*

The course of Lectures to teachers, proposed to be given under the direction of the Executive committee of the State Teachers' Association, will be given at Norwalk, Huron county, Ohio,

The lectures will commence on Wednesday, the 14th of June next, and continue nine weeks.

Board for students will be furnished at \$1 50 per week.

Tuition for the course will be \$3 50.

Several subjects not included in the programme published a few months since, will be embraced in the course.

The committee have already secured the services of the following lecturers and instructors:

Prof. SAMUEL ST. JOHN, of W. R. College.

Prof. H. MANDEVILLE, of Hamilton College, N. Y.

I. J. ALLEN, M. D., of Mansfield, late Prof. in Willoughby Med. College.

M. D. LEGGET, principal and superintendent of Akron schools.

L. ANDREWS, late principal of Ashland Academy.

J. B. HOWARD, late teacher of Drawing in New York State Normal School.

T. W. HARVEY, principal of Chardon Academy.

J. HURTY, A. M., of Richland county.

The committee are corresponding with other lecturers and instructors in this State and New York, and hope to be able to announce their names within a few weeks.

Teachers who expect to attend the course, will find it very much to their interest to be present the first day of the session.

Teachers are requested to bring with them any text books they may have on either of the subjects named, as well as all works or periodicals on the subject of education.

An Introductory Address will be given on the first day of the session, at 2 o'clock, P. M.

Teachers of Indiana or other States are invited to attend the course.

M. F. COWDERY,

*Ch'n Ex Com. Ohio State Teachers' Association.*

Zanesville, April 8. 1848.

FF Editors in Ohio will confer a favor by copying the above.

The publication of the June number of the Journal may, perhaps, be delayed till after the meeting of the State Teachers' Association; in that case, it will not reach subscribers till near the fifteenth of the month.

## NOTICES OF BOOKS, &amp;c.

ELEMENTARY ASTRONOMY; accompanied by 16 colored maps, each 3 by 3½ feet, designed to illustrate the MECHANISM OF THE HEAVENS, by H. Mattison. New York: Huntington & Savage.

HUMAN PHYSIOLOGY FOR THE USE OF ELEMENTARY SCHOOLS, by Charles A. Lee, M. D., New York: W. E. Dean, 1847.

PARKER'S PHILOSOPHY; a school compendium of Natural and Experimental Philosophy, embracing the elementary principles of the science, with a description of the steam and locomotive engines, by Richard G. Parker, A. M. New York: A. S. Barnes & Co., 1848.

SWAN'S DISTRICT SCHOOL READER, or Exercises in Reading and Speaking, designed for the highest classes in public and private schools; by Wm. D. Swan, Principal of the Mayhew Grammar School, Boston. Philadelphia: Thomas, Cowperthwaite & Co., Cincinnati; Desilver & Burr, 1848.

# BUTLER'S GRAMMAR.

## NEW ENLARGED STEREOTYPED EDITION.

The following are supposed to be the peculiar advantages of BUTLER'S ENGLISH GRAMMAR over preceding works on the same subject.

I. A more perfect adaptation to the purposes of instruction. Many years' actual experience has been in this respect the guide of the author. He follows the method demonstrated by experiment to be effectual.

II. Its thoroughly practical character. The illustrations and various exercises in Composition, Syntax, and false Grammar, being much enlarged and multiplied.

III. Its thoroughly progressive character; one subject and one difficulty only, at a time, being presented, and made perfectly familiar, before proceeding to the next step.

IV. The treatment of the Adjective and of the subject of the comparison of adjectives. The definitions are here made to correspond with the philosophy of the language.

V. The treatment of the Pronoun, and more especially what is usually termed the "COMPOUND RELATIVE PRONOUN." The ordinary unphilosophical explanation of this class of words is discarded, and a simple, intelligible, common-sense view of the matter, now for the first time substituted.

VI. The arrangement and definition of the Tenses of the verbs, clearly bringing out the peculiar neatness and regularity of the English system of tenses.

VII. The suggestions with regard to the Moods of the verbs, and the exposition of the nature of the Auxiliaries used in forming the POTENTIAL MOOD.

VIII. The discussion of the use and force of the auxiliaries Shall and Will; Should and Would.

IX. A philosophical explanation of Adverbs, with new views on the subject.

X. A clearer explanation of the nature of Prepositions.

XI. The exercises and rules in the analysis of sentences.

XII. The general arrangement of the principles of Syntax, in a manner entirely original.

XIII. The number of rules is lessened, while by improved classification, many apparent exceptions and anomalies of construction are reduced to regularity.

XIV. Some constructions, as, for instance, that of the INFINITIVE described in Rule XI., HERETOFORE ALTOGETHER OMITTED BY GRAMMARIANS, are noticed and illustrated.

XV. A complete treatise on Prosody.

XVI. An original and efficient system of rules for Punctuation.

XVII. The continued reference, in cases of doubt or deviation from other grammarians, to the authority of the Standard Authors of the language, illustrated by continued quotations from Chaucer and Wicliff down to the present time.

XVIII. A System of Exercises carefully arranged to correspond with the rules and remarks drawn from standard English writers, and illustrating in the most copious and complete manner, all the principles of the language. These exercises constitute the most appropriate and valuable body of parsing lessons ever made available to the teacher.

Teachers, and others interested in the improvement of school books, will be gratuitously supplied with copies for examination by application to

MORTON & GRISWOLD, Publishers, Louisville, Ky,

For sale by E. D. Truman, Geo. Cox & Co., H. W. Derby & Co., and other booksellers in Cincinnati.

## To all Teachers and School Committees.

### WALKER'S NEW DICTIONARY.

*New Edition—from the New Stereotype Plates, greatly improved, and printed on White Paper.*

A CRITICAL PRONOUNCING DICTIONARY AND EXPOSITOR OF THE ENGLISH LANGUAGE, in which the meaning of every word is explained, and the sound of every syllable distinctly shown. To which is prefixed an Abstract of English Pronunciation, and directions to foreigners for acquiring a knowledge of the use of this Dictionary. By JOHN WALKER, author of the "Elements of Elocution," "Rhyming Dictionary," &c. &c. Abridged for the use of Schools, by an American Citizen. Published and for sale by

J. H. RILEY & CO., Columbus, O.

P. S. This is a new edition, on fine paper, and improved in printing and binding. Teachers will please examine this new edition.

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JOS. H. RILEY. & CO.

## Prospectus of the Ohio School Journal.—Vol. III.

The third volume of the OHIO SCHOOL JOURNAL will commence on the first of January, 1848, and be published in Columbus, monthly, in octavo form, each number containing twelve closely printed pages of reading matter, besides notices of books.

The Journal will, as heretofore, be devoted to the promotion of popular education. It will contain articles of interest and value to parents and the family circle, to the farmer and the mechanic; in short, it will be a repository of useful information for all classes, and being printed in a form convenient for binding, it will be found an interesting paper for monthly reading and a valuable work for future reference.

Post Masters, School Officers, Teachers and the friends of education in general, are earnestly invited to aid in giving it a wide circulation.

Editors, throughout the State, are requested to notice it and publish this prospectus, those who give it an insertion and forward a copy will receive the Journal for the year.

TERMS.—Single copies fifty cents; three copies \$1.00; seven copies \$2.00; twelve copies \$3.00.

BOUND VOLUMES.—Copies of the first and second volume neatly stitched in printed covers can be had, the first for twenty-five, and the second for fifty cents, each.

Any person forwarding \$1.00, free of postage, shall receive the first and second volume and the numbers of the third. Persons sending \$2.00 for seven subscribers shall, if they wish it, receive a copy of the first volume, and those sending \$3.00 for twelve, a bound copy of the second volume.

All orders and communications should be addressed to A. D. LORD, M. D., Columbus, Ohio.

Mr. H. F. WILCOX, who is constantly traveling in the west has consented to act as general agent for us, and is authorised to appoint local agents and to transact any other business for the Journal.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. III.] COLUMBUS, JUNE, 1848. [No. 6.

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## MEETING OF THE STATE TEACHERS' ASSOCIATION.

Though the time selected for this meeting was unfavorable, from the fact that not only the academies and colleges, but the district and public schools throughout the State are generally in session, still the attendance was quite as good as could have been expected, and it is hoped that it will be instrumental in enlisting the sympathies of teachers and the friends of education, in the south-western part of the State in the plans and objects of the association.

The full report of the proceedings which follows renders any detailed statement, by us, of its doings, unnecessary.

It is with feelings of no little pleasure, however, that we refer to the action of the City Council of Dayton, upon the petition of the teachers of that city in regard to the expected meeting of the Teachers' Association. Their sentiments are embodied in the following resolutions:

*Resolved*, That the members of the City Council of Dayton most cordially approve of the objects of the Ohio State Teachers' Association, and that we are gratified to learn that their next meeting is to be held in this city.

*Resolved*, That we recommend to our citizens to extend their usual hospitality to teachers and others who may attend the meeting from abroad.

*Resolved*, That the free use of the City Hall be granted for holding the meeting, and that the Assistant Marshal be authorized to keep the Hall in order, and light it evenings for the purpose.

In accordance with the above recommendation, the citizens freely opened their houses for the accommodation of all the members and delegates, and we are confident that those who attended were not less delighted with the kindness and hospitality with which they were entertained than with the thriving appearance of this flourishing city.

For our own part, we regret that our stay was so short, and our time so much occupied, as to prevent us from visiting any of the public schools of the city, or the flourishing academies under the charge of Mr. Barney and Mr. Williams, whereas, we would gladly have spent, at least, a week in visiting its different schools and institutions.

### OHIO STATE TEACHERS' ASSOCIATION.

The first regular meeting of this Association was attended at Dayton during the first and second days of the present month. The members and the delegates in attendance convened in the City Hall, at 10 o'clock, A. M., of Thursday, the first instant. The President, Hon. S. Galloway, being absent, A. D. Lord, M. D., of Columbus, one of the Vice Presidents, took the chair, and the meeting was opened with prayer, by Rev. Mr. Anderson, of Dayton.

The Recording Secretary being absent, Charles Rogers, of Dayton, was appointed Secretary pro tem.

The proceedings of the meeting held at Akron, in December last, and the Constitution of the Association were then read by the Chairman of the Executive Committee.

On motion, Messrs Charles Rogers, J. W. Shanklin, A. E. Stevens, and J. Hurty were appointed a committee to receive the credentials of delegates from other Societies, and to enroll the names of those wishing to become members of this Association.

A report of the proceedings of the Executive Committee was then made by the Chairman, Mr. M. F. Cowdery.

The reading of the reports of the several committees appointed by the Executive being next in order, the report on "School examinations and the best mode of conducting them," was made by the Chairman, Mr. A. E. Stevens, of Dayton.

On motion of Mr. M. G. Williams, of Dayton, the discussion of this report was postponed till the afternoon.

Adjourned to meet at half past 2, P. M.

#### AFTERNOON SESSION.

Mr. C. F. McWilliams, of Springfield, Vice President for Clark county, took the chair, and announced the discussion of the subject of Teachers' Institutes as the first order.

The following resolutions were then presented and advocated by Mr. J. Hurty, of Mansfield, and, after an animated discussion, were unanimously adopted:

*Resolved*, That Teachers' Institutes are well calculated to improve the qualifications of teachers, and awaken an interest in the subject of popular education among teachers and people, and are designed to remedy the evils now existing in our schools.

*Resolved*, That we, as members of the State Teachers' Association, will use our influence to have Teachers' Institutes held in every county of the State.

The report of the committee on school examinations was then taken up, and after an animated discussion, was adopted with the following amendment, proposed by Mr. H. H. Barney, of Cincinnati: That examinations be conducted orally, or by printed questions, or by both, and be conducted by the teacher or trustees, or by a committee appointed by them.

#### EVENING.

At half past 7, P. M., the association and a large number of the citizens of Dayton were addressed by Mr. H. H. Barney, Principal



of the Central High School of Cincinnati, upon the influence of education on our free institutions, and the importance of combined and harmonious action on the part of all the teachers and the friends of popular education in the State.

MORNING SESSION, FRIDAY, JUNE 2.

Mr. McWilliams in the chair, the session was opened with prayer by Rev. S. S. Rickly, of Columbus.

Verbal reports on the condition of schools and the cause of Education in their respective counties, were presented by delegates from sixteen counties, viz;

Butler, Champaign, Clark, Franklin, Green, Hamilton, Lake, Miami, Montgomery, Perry, Preble, Richland, Seneca, Summit, Warren, and Washington.

The report of the committee on the subject of "Physiology and the Laws of Health," was then read by the chairman, A. D. Lord.

AFTERNOON.

Mr. C. F. McWilliams in the chair. On motion of Mr. J. Hurty, *Resolved*, That four delegates from this association be appointed to attend the annual meeting of the New York State Teachers' Association, to be held in Auburn, on the first Wednesday in August next. Messrs. H. H. Barney, A. D. Lord, C. F. McWilliams, and J. Hurty were appointed delegates.

On motion, Messrs. E. E. Barney and M. G. Williams, of Montgomery county, M. F. Cowdery, of Lake, Rev. J. Hall, of Huron, A. H. Bailey, of Ashtabula, L. G. Parker, of Champaign, James Evers, of Richland, C. Robbins and C. F. McWilliams, of Clark, Dr. W. Bowen, of Stark, M. D. Leggett of Summit, Dr. E. B. Perkins, of Washington, and A. D. Lord, of Franklin, were appointed delegates from this association to attend the annual meeting of the Northwestern Educational Society, in Detroit, on the 16th of August next.

The members of each of these delegations were authorized to secure substitutes in case they were unable to attend.

The proper time of holding the next meeting of this association having been discussed, it was

*Resolved*, That the annual meeting of the Ohio State Teachers' Association be attended in Columbus, between the 25th of December next, and the 1st of January, 1849.

The report of the committee on "Linear Drawing," prepared by the chairman, J. B. Howard, of Muskingum county, was then read by M. F. Cowdery.

The report of the committee on "Civil Polity" was read by Mr. J. Hurty; and the following preamble and resolution, appended to the report, unanimously adopted:

Whereas, the perpetuity of our civil and religious institutions depends upon the intelligence of the people, therefore

*Resolved*, That every child in our State should be taught the general principles of civil government, including the constitution of the State and of the United States, and the duties of officers and the law of crimes, and that we recommend that this subject be introduced and taught in all our common schools, select schools and academies.

Mr. E. E. Barney then presented the following resolutions :

*Resolved*, That a well regulated and efficient system of common schools is the basis on which rests the permanency of our government, and the centre around which clusters the only hope of the patriot, philanthropist and christian, for the perpetuity of our civil and religious privileges.

*Resolved*, That to give life and efficiency to any common school system, however well digested, imperiously demands the creation of the office of State Superintendent of Common Schools, with a salary sufficiently liberal to command the best talent in the country.

*Resolved*, That it is the imperative duty, and the highest interest of the State, to make the most ample provision for the education of common school teachers, and that this can be best accomplished by the establishment of Normal Schools.

On motion of Mr. H. H. Barney,

*Resolved*, That the organs of Teachers' Institutes and Associations, town and county, as well as the individual teachers and friends of general education throughout the State, be requested to act as committees to procure signatures to proper memorials on the subject embraced in the last two resolutions, and cause the same to be forwarded to Mr. A. D. Lord, of Columbus, by the 1st day of December next.

The following resolutions, originally offered by Mr. Rickly, and amended by Mr. Barney, were then adopted :

*Resolved*, That the secretaries of the different county educational societies be respectfully requested to furnish the delegates from their respective counties, to the annual meeting of this Association, a detailed account of the condition of the schools in their respective counties.

*Resolved*, That their report should include, among others, the following items :

- 1st. The number of teachers, male and female, in the county.
- 2d. The number of schools, and the time they were opened.
- 3d. The probable number of scholars.
- 4th. The different grades of schools, and the branches taught.
- 5th. The general character and qualifications of teachers.
- 6th. The mode of teaching, and the general result.

The following resolution was then presented by Mr. A. E. Stevens, and adopted :

*Resolved*, That in the Ohio School Journal, edited by A. D. Lord, M. D., we recognize an important aid in advancing the cause of education, and we therefore cordially recommend it to the patronage of every teacher and friend of education in the State.

On motion of Mr. M. G. Williams,

*Resolved*, That the Executive Committee be authorized to furnish copies of the proceedings of this Association to the different educational and other papers throughout the State.

On motion of Dr. A. D. Lord,

*Resolved*, That the thanks of the members of this association be respectfully tendered to the City Council, of the city of Dayton,

for their liberality in tendering to this association the free use of the City Hall during the past session ; and that the citizens of Dayton, for their kindness and hospitality, in entertaining the members free of charge, are entitled to our warmest gratitude.

At the suggestion of the chairman of the Executive Committee, Messrs. M. G. Williams, C. F. McWilliams and H. H. Barney were appointed a committee to act in concert with the Executive Committee.

After the customary vote of thanks to the officers of the society, and a few brief but pertinent remarks from Mr. McWilliams, the acting President, the association adjourned to meet in Columbus at the call of the Executive Committee.

CHARLES ROGERS, *Secretary, pro tem.*

### TEMPERANCE.

The anniversary of the American Temperance Union was attended in New York City on the 11th of May last. Chancellor Walworth presided, and made some most impressive remarks upon the importance of teaching the young the evils of intemperance, and the necessity of total abstinence.

In the report of the Executive Committee, it was stated that the quantity of alcohol consumed annually in several different countries was as follows:

In the United States,	by 20,000,000 of people,	23,000,000 of gallons.
Great Britain,	" 25,000,000	" 28,000,000 "
France,	" 32,000,000	" 137,000,000 "
Prussia,	" 25,000,000	" 15,000,000 "
Sweden,	" 3,000,000	" 11,000,000 "

In these five countries, \$546,000,000 are annually expended for spirituous liquors. In Great Britain and the United States, the most christian countries in the world, 100,000 human beings die every year lost drunkards.

Now, how can this enormous expenditure, and this waste of life, (to say nothing of the loss of time, the sickness, suffering and misery occasioned by the use of alcohol,) be prevented? One most efficient means, undoubtedly, is to give the present generation of children and youth correct ideas in regard to the whole subject, by making them acquainted with the true definition of temperance — "THE MODERATE USE OF THINGS USEFUL, AND ENTIRE ABSENCE FROM THINGS HURTFUL;" — by leading them to adopt as their motto for life, in regard to every thing that can intoxicate, "Touch not, taste not, handle not." In relation to no other subject have parents and teachers greater encouragement to labor in accordance with the precept and declaration of the wise man, "train up a child in the way he should go, and when he is old he will not depart from it." The following striking illustration of the truth of the above declaration was

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The difference between the wages earned by 29 of the lowest class, and the same number in the higher, is 66 per cent.

Of 17 persons filling the most responsible situations in the mills, 10 have grown up in the establishment from common laborers or apprentices.

This statement does not include an importation of 63 persons from Manchester, in England, in 1839. Among these persons, there was scarcely one who could read or write, and although a part of them had been accustomed to work in cotton mills, yet, either from incapacity or idleness, they were unable to earn sufficient to pay for their subsistence, and at the expiration of a few weeks, not more than half a dozen remained in our employment.

In some of the print works, a large proportion of the operatives are foreigners. Those who are employed in the branches which require a considerable degree of skill, are as well educated as our people, in similar situations. But the common laborers, as a class, are without any education, and their average earnings are about two-thirds only of those of *our* lowest classes, although the prices paid to each are the same, for the same amount of work.

Among the men and boys employed in our machine shops, the want of education is quite rare; indeed, I do not know an instance of a person who is unable to read and write, and many have a good common school education. To this may be attributed the fact that a large proportion of persons who fill the higher and more responsible situations, come from this class of workmen.

From these statements, you will be able to form some estimate, in dollars and cents, at least, of the advantages of a little education to the operative; and there is not the least doubt that the employer is equally benefitted. He has the security for his property that intelligence, good morals, and a just appreciation of the regulations of his establishment, always afford. His machinery and mills, which constitute a large part of his capital, are in the hands of persons, who, by their skill, are enabled to use them to their utmost capacity, and to prevent any unnecessary depreciation. \* \* \*

My belief is, that the best cotton mill in New England, with such operatives only as the 45 mentioned above, who are unable to write their names, would never yield the proprietor a profit; that the machinery would soon be worn out, and he would be left, in a short time, with a population no better than that which is represented, as I suppose, very fairly, by the importation from England. — *Letter from S. K. Mills, Esq., Boston, to Mr. Mann.*

I have been engaged, for nearly ten years, in manufacturing, and have had the constant charge of from 400 to 900 persons, during that time, \* \* \* and have come in contact with a very great variety of character and disposition, and have seen mind applied to production in the mechanic and manufacturing arts, possessing different degrees of intelligence, from gross ignorance to a high degree of cultivation; and I have no hesitation in affirming that I have found the best educated, to be the most profitable help; even those females who merely tend machinery, give a result somewhat in pro-

portion to the advantages enjoyed in early life for education,—those who have a good common school education giving, as a class, invariably, a better production than those brought up in ignorance.

I have uniformly found the better educated, as a class, possessing a higher and better state of morals, more orderly and respectful in their deportment, and more ready to comply with the wholesome and necessary regulations of an establishment. And in times of agitation, on account of some change in regulations or wages, I have always looked to the most intelligent, best educated, and the most moral for support, and have seldom been disappointed. For, while they are the last to submit to imposition, they *reason*, and if your requirements are reasonable, they will generally acquiesce, and exert a salutary influence upon their associates. But the ignorant and uneducated I have generally found the most turbulent and troublesome, acting under the impulse of excited passion and jealousy.

The former appear to have an interest in sustaining good order, while the latter seem more reckless of consequences. And to my mind, all this is perfectly natural. The better educated have more, and stronger attachments binding them to the place where they are. They are generally neater, as I have before said, in their persons, dress and houses; surrounded with more comforts, with fewer of “the ills which flesh is heir to.” In short, I have found the educated, as a class, more cheerful and contented,—devoting a portion of their leisure time to reading and intellectual pursuits, more with their families and less in scenes of dissipation.

The good effect of all this, is seen in the more orderly and comfortable appearance of the whole household, but no where more strikingly than in the children. A mother who has had a good common school education will rarely suffer her children to grow up in ignorance.

From my observation and experience, I am perfectly satisfied that the owners of manufacturing property have a deep pecuniary interest in the education and morals of their help; and I believe the time is not distant when the truth of this will appear more and more clear. And as competition becomes more close, and small circumstances of more importance in turning the scale in favor of one establishment over another, I believe it will be seen that the establishment, other things being equal, which has the best educated and the most moral help, will give the greatest production at the least cost per pound. So confident am I that production is affected by the intellectual and moral character of help, that whenever a mill or a room should fail to give the proper amount of work, my first inquiry, after that respecting the condition of the machinery, would be, *as to the character of the help*, and if the deficiency remains any great length of time, I am sure I should find many who had made their marks upon the pay-roll, being unable to write their names; and I should be greatly disappointed, if I did not, upon inquiry, find a portion of them of irregular habits and suspicious character.

[H. Bartlett, Esq., Lowell.

I have had under my superintendence, upon an average, about 1500 persons of both sexes; and my experience fully sustains and confirms the results, to which Mr. Bartlett has arrived. I have found, with very few exceptions, the best educated among my hands to be the most capable, intelligent, energetic, industrious, economical and moral; that they produce the best work, and the most of it, with the least injury to the machinery. They are, in all respects, the most useful, profitable, and the safest of our operatives; and, as a class, they are more thrifty and more apt to accumulate property for themselves.

I have recently instituted some inquiries into the comparative wages of our different classes of operatives; and among other results, I find the following applicable to our present purpose. On our pay-roll for the last month, are borne the names of 1229 female operatives, forty who receipted for their pay by "making their mark." Twenty-six of these have been employed in job-work, that is, they were paid according to the quantity of work turned off from their machines. The average pay of these twenty-six falls  $18\frac{1}{2}$  per cent. below the general average of those in the same departments.

Again, we have in our mills about 150 females who have at some time, been engaged in *teaching schools*. Many of them teach during the summer months, and work in the mills in the winter. The average wages of these ex-teachers I find to be  $17\frac{3}{4}$  per cent. *above the general average of our mills, and about forty per cent. above the wages of the twenty-six who cannot write their names.* It may be said that they are generally employed in the higher departments, where the pay is better. This is true, but this again may be, in most cases, fairly attributed to their better education, which brings us to the same result. If I had included in my calculations, the remaining fourteen of the forty, who are mostly sweepers and scrubbers, and who are paid by the day, the contrasts would have been still more striking; but having no well educated females engaged in this department with whom to compare them, I have omitted them altogether. In arriving at the above results, I have not considered the *net wages* merely — the price of board being in all cases the same. I do not consider these results as either extraordinary, or surprising, but as a part only of the legitimate and proper fruits of a better cultivation, and fuller development of the intellectual and moral powers. — *J. Clark, Esq., Lowell.*

In the present state of manufactures, where so much is done by machinery and tools, and so little is done by mere brute labor, (and that little is diminishing,) mental superiority, system, order, and punctuality and good conduct, qualities all developed and prompted by education — are becoming of the highest consequence. There are now, I consider, few enlightened manufacturers who will dissent from the opinion, that the workshops peopled with the greatest number of educated and well-informed workmen will turn out the greatest quantity of the best work in the best manner.

From the accounts which pass through my hands, I invariably find that the best educated of our work-people manage to live in the



most respectable manner at the least expense, or make their money go the furthest in obtaining comforts. \* \* \* By education, I may say, that I throughout mean, not merely instruction in the arts of reading, writing, and arithmetic, but better general mental development; the acquisition of better tastes, and of mental amusements and enjoyments which are cheaper, whilst they are more refined. The most educated of our British workmen is a Scotch engineer, a single man, who has a salary of £3 a week, or £150 per year, of which he spends about one-half; he lives in very respectable lodgings, he is always well dressed, he frequents reading-rooms, he subscribes to a circulating library, purchases mathematical instruments, studies German, and has every rational enjoyment. We have an English workman, a single man, also, of the same standing, who has the same wages, also a very orderly and sober person; but as his education does not open to him the resources of mental enjoyment, he spends his evenings and Sundays in wine-houses, because he cannot find other sources of amusement, which presuppose a better education, and he spends his whole pay, or one-half more than the other. The extra expenditure of the workman of lower education of £75 a year arises entirely, as far I can judge, from inferior arrangement, and the comparatively higher cost of the mere sensual enjoyment in the wine-house.—*A. G. Escher, Switzerland, Secretary of Poor Law Commissioners.*

If there be any intricate work in anything that requires close mental application, as a class, we always select the men of the best school education first. In out-door work, when, for example, there is a steam-engine, or a water-wheel, or mill work, to erect, a foreman or some responsible workman must be chosen, and the choice in nine cases out of ten falls on the man of the school education. It is then found to be very useful to have a man capable of making a drawing, taking dimensions, or sending a letter.

We find that those who have had a good school education, have had a better conception of the organization and system implied in change of operation. It appears to require mental training in early life to enable a man to arrange a sequence of operations in the best manner for clear and efficient practical efforts. Men with such capacity we rarely find, except amongst those who have had a school education.

There is no doubt that the educated are more sober and less dissipated than the uneducated. During the hours of recreation the younger portion of the educated workmen indulge more in reading and mental pleasures; they attend more at reading-rooms, and avail themselves of the facilities afforded by libraries, by scientific lectures and lyceums. The older of the more educated workmen spend their time chiefly with their families, reading and walking out with them. The time of the uneducated class is spent very differently, and chiefly in the grosser sensual indulgencies.—*William Fairbairn, Esq., Manchester.*

## To all Teachers and School Committees.

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## Prospectus of the Ohio School Journal.—Vol. III.

The third volume of the OHIO SCHOOL JOURNAL will commence on the first of January, 1848, and be published in Columbus, monthly, in octavo form, each number containing twelve closely printed pages of reading matter, besides notices of books.

The Journal will, as heretofore, be devoted to the promotion of popular education. It will contain articles of interest and value to parents and the family circle, to the farmer and the mechanic; in short, it will be a repository of useful information for all classes, and being printed in a form convenient for binding, it will be found an interesting paper for monthly reading and a valuable work for future reference.

Post Masters, School Officers, Teachers and the friends of education in general, are earnestly invited to aid in giving it a wide circulation.

Editors, throughout the State, are requested to notice it and publish this prospectus, those who give it an insertion and forward a copy will receive the Journal for the year.

TERMS.—Single copies fifty cents; three copies \$1.00; seven copies \$2.00; twelve copies \$3.00.

BOUND VOLUMES.—Copies of the first and second volume neatly stitched in printed covers can be had, the first for twenty-five, and the second for fifty cents, each.

Any person forwarding \$1.00, free of postage, shall receive the first and second volume and the numbers of the third. Persons sending \$2.00 for seven subscribers shall, if they wish it, receive a copy of the first volume, and those sending \$3.00 for twelve, a bound copy of the second volume.

All orders and communications should be addressed to A. D. LORD, M. D., Columbus, Ohio.

Mr. H. F. WILCOX, who is constantly traveling in the west has consented to act as general agent for us, and is authorised to appoint local agents and to transact any other business for the Journal.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. III.] COLUMBUS, JUNE, 1848. [No. 6.

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## MEETING OF THE STATE TEACHERS' ASSOCIATION.

Though the time selected for this meeting was unfavorable, from the fact that not only the academies and colleges, but the district and public schools throughout the State are generally in session, still the attendance was quite as good as could have been expected, and it is hoped that it will be instrumental in enlisting the sympathies of teachers and the friends of education, in the south-western part of the State in the plans and objects of the association.

The full report of the proceedings which follows renders any detailed statement, by us, of its doings, unnecessary.

It is with feelings of no little pleasure, however, that we refer to the action of the City Council of Dayton, upon the petition of the teachers of that city in regard to the expected meeting of the Teachers' Association. Their sentiments are embodied in the following resolutions :

*Resolved*, That the members of the City Council of Dayton most cordially approve of the objects of the Ohio State Teachers' Association, and that we are gratified to learn that their next meeting is to be held in this city.

*Resolved*, That we recommend to our citizens to extend their usual hospitality to teachers and others who may attend the meeting from abroad.

*Resolved*, That the free use of the City Hall be granted for holding the meeting, and that the Assistant Marshal be authorized to keep the Hall in order, and light it evenings for the purpose.

In accordance with the above recommendation, the citizens freely opened their houses for the accommodation of all the members and delegates, and we are confident that those who attended were not less delighted with the kindness and hospitality with which they were entertained than with the thriving appearance of this flourishing city.

For our own part, we regret that our stay was so short, and our time so much occupied, as to prevent us from visiting any of the public schools of the city, or the flourishing academies under the charge of Mr. Barney and Mr. Williams, whereas, we would gladly have spent, at least, a week in visiting its different schools and institutions.

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### OHIO STATE TEACHERS' ASSOCIATION.

The first regular meeting of this Association was attended at Dayton during the first and second days of the present month. The members and the delegates in attendance convened in the City Hall, at 10 o'clock, A. M., of Thursday, the first instant. The President, Hon. S. Galloway, being absent, A. D. Lord, M. D., of Columbus, one of the Vice Presidents, took the chair, and the meeting was opened with prayer, by Rev. Mr. Anderson, of Dayton.

The Recording Secretary being absent, Charles Rogers, of Dayton, was appointed Secretary pro tem.

The proceedings of the meeting held at Akron, in December last, and the Constitution of the Association were then read by the Chairman of the Executive Committee.

On motion, Messrs Charles Rogers, J. W. Shanklin, A. E. Stevens, and J. Hurty were appointed a committee to receive the credentials of delegates from other Societies, and to enroll the names of those wishing to become members of this Association.

A report of the proceedings of the Executive Committee was then made by the Chairman, Mr. M. F. Cowdery.

The reading of the reports of the several committees appointed by the Executive being next in order, the report on "School examinations and the best mode of conducting them," was made by the Chairman, Mr. A. E. Stevens, of Dayton.

On motion of Mr. M. G. Williams, of Dayton, the discussion of this report was postponed till the afternoon.

Adjourned to meet at half past 2, P. M.

#### AFTERNOON SESSION.

Mr. C. F. McWilliams, of Springfield, Vice President for Clark county, took the chair, and announced the discussion of the subject of Teachers' Institutes as the first order.

The following resolutions were then presented and advocated by Mr. J. Hurty, of Mansfield, and, after an animated discussion, were unanimously adopted:

*Resolved*, That Teachers' Institutes are well calculated to improve the qualifications of teachers, and awaken an interest in the subject of popular education among teachers and people, and are designed to remedy the evils now existing in our schools.

*Resolved*, That we, as members of the State Teachers' Association, will use our influence to have Teachers' Institutes held in every county of the State.

The report of the committee on school examinations was then taken up, and after an animated discussion, was adopted with the following amendment, proposed by Mr. H. H. Barney, of Cincinnati: That examinations be conducted orally, or by printed questions, or by both, and be conducted by the teacher or trustees, or by a committee appointed by them.

#### EVENING.

At half past 7, P. M., the association and a large number of the citizens of Dayton were addressed by Mr. H. H. Barney, Principal

of the Central High School of Cincinnati, upon the influence of education on our free institutions, and the importance of combined and harmonious action on the part of all the teachers and the friends of popular education in the State.

MORNING SESSION, FRIDAY, JUNE 2.

Mr. McWilliams in the chair, the session was opened with prayer by Rev. S. S. Rickly, of Columbus.

Verbal reports on the condition of schools and the cause of Education in their respective counties, were presented by delegates from sixteen counties, viz;

Butler, Champaign, Clark, Franklin, Green, Hamilton, Lake, Miami, Montgomery, Perry, Preble, Richland, Seneca, Summit, Warren, and Washington.

The report of the committee on the subject of "Physiology and the Laws of Health," was then read by the chairman, A. D. Lord.

AFTERNOON.

Mr. C. F. McWilliams in the chair. On motion of Mr. J. Hurty, *Resolved*, That four delegates from this association be appointed to attend the annual meeting of the New York State Teachers' Association, to be held in Auburn, on the first Wednesday in August next. Messrs. H. H. Barney, A. D. Lord, C. F. McWilliams, and J. Hurty were appointed delegates.

On motion, Messrs. E. E. Barney and M. G. Williams, of Montgomery county, M. F. Cowdery, of Lake, Rev. J. Hall, of Huron, A. H. Bailey, of Ashtabula, L. G. Parker, of Champaign, James Evers, of Richland, C. Robbins and C. F. McWilliams, of Clark, Dr. W. Bowen, of Stark, M. D. Leggett of Summit, Dr. E. B. Perkins, of Washington, and A. D. Lord, of Franklin, were appointed delegates from this association to attend the annual meeting of the Northwestern Educational Society, in Detroit, on the 16th of August next.

The members of each of these delegations were authorized to secure substitutes in case they were unable to attend.

The proper time of holding the next meeting of this association having been discussed, it was

*Resolved*, That the annual meeting of the Ohio State Teachers' Association be attended in Columbus, between the 25th of December next, and the 1st of January, 1849.

The report of the committee on "Linear Drawing," prepared by the chairman, J. B. Howard, of Muskingum county, was then read by M. F. Cowdery.

The report of the committee on "Civil Polity" was read by Mr. J. Hurty; and the following preamble and resolution, appended to the report, unanimously adopted:

Whereas, the perpetuity of our civil and religious institutions depends upon the intelligence of the people, therefore

*Resolved*, That every child in our State should be taught the general principles of civil government, including the constitution of the State and of the United States, and the duties of officers and the law of crimes, and that we recommend that this subject be introduced and taught in all our common schools, select schools and academies.

Mr. E. E. Barney then presented the following resolutions :

*Resolved*, That a well regulated and efficient system of common schools is the basis on which rests the permanency of our government, and the centre around which clusters the only hope of the patriot, philanthropist and christian, for the perpetuity of our civil and religious privileges.

*Resolved*, That to give life and efficiency to any common school system, however well digested, imperiously demands the creation of the office of State Superintendent of Common Schools, with a salary sufficiently liberal to command the best talent in the country.

*Resolved*, That it is the imperative duty, and the highest interest of the State, to make the most ample provision for the education of common school teachers, and that this can be best accomplished by the establishment of Normal Schools.

On motion of Mr. H. H. Barney,

*Resolved*, That the organs of Teachers' Institutes and Associations, town and county, as well as the individual teachers and friends of general education throughout the State, be requested to act as committees to procure signatures to proper memorials on the subject embraced in the last two resolutions, and cause the same to be forwarded to Mr. A. D. Lord, of Columbus, by the 1st day of December next.

The following resolutions, originally offered by Mr. Rickly, and amended by Mr. Barney, were then adopted :

*Resolved*, That the secretaries of the different county educational societies be respectfully requested to furnish the delegates from their respective counties, to the annual meeting of this Association, a detailed account of the condition of the schools in their respective counties.

*Resolved*, That their report should include, among others, the following items :

- 1st. The number of teachers, male and female, in the county.
- 2d. The number of schools, and the time they were opened.
- 3d. The probable number of scholars.
- 4th. The different grades of schools, and the branches taught.
- 5th. The general character and qualifications of teachers.
- 6th. The mode of teaching, and the general result.

The following resolution was then presented by Mr. A. E. Stevens, and adopted :

*Resolved*, That in the Ohio School Journal, edited by A. D. Lord, M. D., we recognize an important aid in advancing the cause of education, and we therefore cordially recommend it to the patronage of every teacher and friend of education in the State.

On motion of Mr. M. G. Williams,

*Resolved*, That the Executive Committee be authorized to furnish copies of the proceedings of this association to the different educational and other papers throughout the State.

On motion of Dr. A. D. Lord,

*Resolved*, That the thanks of the members of this association be respectfully tendered to the City Council, of the city of Dayton,

for their liberality in tendering to this association the free use of the City Hall during the past session; and that the citizens of Dayton, for their kindness and hospitality, in entertaining the members free of charge, are entitled to our warmest gratitude.

At the suggestion of the chairman of the Executive Committee, Messrs. M. G. Williams, C. F. McWilliams and H. H. Barney were appointed a committee to act in concert with the Executive Committee.

After the customary vote of thanks to the officers of the society, and a few brief but pertinent remarks from Mr. McWilliams, the acting President, the association adjourned to meet in Columbus at the call of the Executive Committee.

CHARLES ROGERS, *Secretary, pro tem.*

### TEMPERANCE.

The anniversary of the American Temperance Union was attended in New York City on the 11th of May last. Chancellor Walworth presided, and made some most impressive remarks upon the importance of teaching the young the evils of intemperance, and the necessity of total abstinence.

In the report of the Executive Committee, it was stated that the quantity of alcohol consumed annually in several different countries was as follows:

In the United States,	by 20,000,000 of people,	23,000,000 of gallons.
Great Britain,	" 25,000,000	" 28,000,000 "
France,	" 32,000,000	" 137,000,000 "
Prussia,	" 25,000,000	" 15,000,000 "
Sweden,	" 3,000,000	" 11,000,000 "

In these five countries, \$546,000,000 are annually expended for spirituous liquors. In Great Britain and the United States, the most christian countries in the world, 100,000 human beings die every year lost drunkards.

Now, how can this enormous expenditure, and this waste of life, (to say nothing of the loss of time, the sickness, suffering and misery occasioned by the use of alcohol,) be prevented? One most efficient means, undoubtedly, is to give the present generation of children and youth correct ideas in regard to the whole subject, by making them acquainted with the true definition of temperance — "THE MODERATE USE OF THINGS USEFUL, AND ENTIRE ABSENCE FROM THINGS HURTFUL;" — by leading them to adopt as their motto for life, in regard to every thing that can intoxicate, "Touch not, taste not, handle not." In relation to no other subject have parents and teachers greater encouragement to labor in accordance with the precept and declaration of the wise man, "train up a child in the way he should go, and when he is old he will not depart from it." The following striking illustration of the truth of the above declaration was

regarded as a much more serious offence than if it occurred when the teacher was not thus occupied.

4. As often as convenient, seek opportunities for communicating general instruction on important topics, to the whole school. Such general exercises should be short, confined to a single subject, or a few related topics, and it should be the aim to secure the entire attention of the school during the lecture. This mode of communicating instruction is highly important as a means of preparing pupils to gain information through the ear, in subsequent life, from conversation, lectures, addresses, sermons, &c.

5. As no scholar should be permitted to attend school without giving some attention, every day, to spelling and reading, so all should be instructed in arithmetic in some form; in mental arithmetic if not in written. The youngest pupils should be taught to count and to number, then to add and subtract, multiply and divide, commencing with sensible objects; those familiar with these exercises, should be made acquainted with notation and numeration, and the mode of performing the fundamental operations in written arithmetic, and those the most advanced in the study, should be frequently and thoroughly questioned on the definitions and rules, and exercised in the solution of examples mentally and on the black-board.

During the warm season, much effort will be needed on the part of the teacher, to give the exercises such variety and interest as to command the attention of the school. For this purpose, his plans and modes must of course be somewhat frequently varied. The smaller scholars should have some concert exercises, as repeating the names of the seasons, the days of the week, the months, &c.—the points of compass, the name of the town, county and State in which they live, and other facts in geography; counting, numbering and the addition and multiplication tables, &c. The older pupils should also have some concert exercises in arithmetic, geography, history, &c., and other studies. To awaken interest in spelling, the younger pupils should occasionally spell a number of common words, to be dictated by the teacher, such as *knife, fire, wrist, tongue*; or they should be allowed to mention and spell the names of familiar objects, such as the articles in the school room, or furniture at home, or the different kinds of food or fruits they eat, the garments they wear, &c. The older pupils should sometimes write on slates the words pronounced by the teacher, and for this purpose a similar course to that above named may be pursued. It should always be borne in mind by the teacher, that the great object in attending to spelling, is to acquire the ability to *write* words correctly. Occasionally, if thought proper, the scholars might be allowed to "choose sides," and spend the last hour of Friday or Saturday in spelling in that manner.

In reading, if a class become dull, let each read only to the first pause, or to a period, and thus pass round the class several times in a few moments. When it is desirable to read longer sentences, if they do not "keep the place," call upon them promiscuously, instead of reading in rotation. If they do not pay close attention,



read yourself and make mistakes, by mis-pronouncing, and omitting or inserting words, and require them to detect and describe the mistake; this may be repeated to the fourth or fifth time, and almost any degree of enthusiasm awakened in the class, if it is adroitly done. If the teacher can sing, a few minutes spent in singing some cheerful juvenile song, will do more, perhaps, than any other single thing to enliven the school and quicken both teacher and scholars, and, perhaps, nothing exerts a better influence over the mind of all concerned.

### TO TEACHERS.

(From a Lecture by R. C. Waterston, Esq.)

Study a child's capacities. If some are naturally dull, and yet *strive* to do well, notice the effort, and do not censure the dullness. A teacher might as justly scold a child for being near-sighted, as for being naturally dull. Some children have great power of acquiring, others of originating. Some may appear stupid, because the true spring of their character has never been touched. The dunce of the school, may turn out, in the end, the living, progressive, wonder-working genius of the age. In order to exert the best spiritual influence, we must understand the spirits *upon* which we wish to exert that influence. For with the human mind, we must work *with* Nature, and not *against* it. Like the leaf of the nettle, if touched one way, it stings like the wasp; if the other, it is softer than satin. If we would do justice to the human mind, we must find out its peculiar characteristics, and adapt ourselves to its individual wants. In conversing upon this point with a friend, who is now the Principal in one of our best grammar schools, and to whose instructions I look with delight, "your remarks," said he, "are quite true; and let me tell you of a little incident, which bears upon the point. Last summer, I had a girl, who was exceedingly behind, in all her studies. She was at the foot of the division, and seemed to care but little for her books. It so happened, that, as a relaxation, I let them at times, during school hours, unite in singing. I noticed that this girl had a remarkable clear, sweet voice; and I said to her, "Jane, you have a good voice, and you may lead in the singing." She brightened up, and from that time, her mind seemed more active. Her lessons were attended to, and she soon gained a higher rank. One day, as I was going home, I overtook her with a school companion. "Well, Jane," said I, "you are getting along very well; how happens it, you do so much better now, than at the beginning of the quarter?" "I do not know why it is," she replied. "I know what she told me the other day," said her companion. "And what was that?" said her teacher. "Why, she said *she was encouraged*."

Yes, here we have it, she was *encouraged*. She felt that she was not dull in every thing. She had learned self-respect, and thus she was encouraged.

Some twelve or thirteen years ago, there was in the Franklin school, an exceedingly dull boy. One day, the teacher, wishing to look out a word, took up the lad's dictionary, and on opening it, found the blank leaves covered with drawings; he called the boy to him. "Did you draw these?" said the teacher. "Yes, sir," said the boy. "I do not think it is well for boys to draw in their books," said the teacher, "and I would rub these out, if I were you; but they are well done; did you ever take lessons?" "No, sir," said the boy, his eyes sparkling. "Well, I think you have talent for this thing; I should like to have you draw me something when you have leisure, at home, and bring it to me. In the mean time, see how well you can recite your lessons." The next morning, the boy brought a picture, and when he had committed his lesson, the teacher allowed him to draw a map. The true spring was touched. The boy felt that he was understood. He began to love the teacher. He became animated, and fond of his books. He took delight in gratifying the teacher, by his faithfulness to his studies; while the teacher took opportunity to encourage him in his natural desires. The boy became one of the first scholars, and gained the medal before he left the school. After this, he became an engraver, laid up money enough to go to Europe, studied the works of the old masters, sent home productions from his own pencil, which have found a place in some of our best collections of paintings, and is now one of the most promising artists of his years, in the country. After the boy gained the medal, he sent the teacher a beautiful picture, as a token of love and respect; and while he was an engraver, the teacher received frequent tokens of continued regard; and I doubt not, to this day, he feels that that teacher, by the judicious encouragement he gave to the natural turn of his mind, has had a great moral and spiritual effect on his character.—*Com. School Jour.*

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### BOOKS.

In the best books great men talk to us, with us, and give us their most precious thoughts. Books are the voices of the distant and the dead. Books are the true levelers. They give to all who will faithfully use them, the society and the presence of the best and greatest of our race. No matter how poor I am, no matter though the prosperous of my own time will not enter my obscure dwelling. If learned men and poets will enter and take up their abode under my roof—if Milton will come into my threshold to sing to me of Parapise, and Shakspeare open to me the worlds of imagination, and the workings of the human heart, and Franklin enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society in the place where I live.

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Two new Asteroids or Telescopic Planets have recently been discovered, making the number of these bodies now known, nine, instead of seven, as stated a short time since.

## EDUCATION AND LABOR.

A few instances, of a familiar kind, exemplifying the axiom that "knowledge is power."

M. Redelet, in his work *Sur l' Art de Bâtir*, gives the following account of an experiment made to test the different amounts of force, which, under different circumstances, were necessary to move a block of square granite, weighing 1080 pounds.

In order to move this block along the floor of a roughly chiselled quarry, it required a force equal to 758 lbs.

To draw the same stone over a floor of planks, it required a force equal to 652 lbs.

Placed on a platform of wood, and drawn over the same floor, it required 606 lbs.

By soaping the two surfaces of wood, the requisite force was reduced to 182 lbs.

Placed on rollers, of three inches' diameter, and a force equal to 34 lbs. was sufficient.

Substituting a wooden for a stone floor, and the requisite force was 28 lbs.

With the same rollers on a wooden platform, it required a force equal to 22 lbs. only.

At this point, the experiments of M. Redelet stopped. But, by improvements since effected, in the invention and use of locomotives on railroads, a traction or draught of eight pounds is sufficient to move a stone of 2240 lbs.,—so that a force of less than four lbs. would now be sufficient to move the granite block of 1080 lbs.;—that is, one hundred and eighty-eight times less than was required in the first instance. When, therefore, mere animal or muscular force was used to move the body, it required about two-thirds of its own weight to accomplish the object; but, by adding the contrivances of *mind* to the strength of *muscle*, the force necessary to remove it is reduced more than one hundred and eighty-eight times. Here, then, is a partnership, in which *mind* contributes one hundred and eighty-eight shares to the stock, to one share contributed by *muscle*;—or, while *brute strength* represents one man, *ingenuity* or *intelligence* represents one hundred and eighty-eight men!

Dr. Potter, in his late work, entitled "The Principles of Science, applied to the Domestic and Mechanic Arts, and to Manufactures and Agriculture," has the following, p. 29, n.:

A very good *hand weaver*, twenty-five or thirty years of age, will weave two pieces of 9-8th shirting a week.

In 1823, a *steam-loom weaver*, about fifteen years of age, attending two looms, could weave seven similar pieces in a week.

In 1826, a *steam-loom weaver*, about fifteen years of age, attending two looms, could weave twelve similar pieces in a week; some could weave fifteen pieces.

In 1833, a *steam-loom weaver*, from fifteen to twenty years of age, assisted by a girl about twelve years of age, attending four looms, could weave eighteen similar pieces in a week; some could weave twenty pieces.

Here, then, during a period of only ten years, the application of *mind* to a particular branch of business, enabled a lad of fifteen years of age, assisted by a girl of twelve, to do from nine to ten times as much work as had before been done by an accomplished and mature workman.

Babbage, in his valuable work entitled the *Economy of Machinery and Manufactures*, says: Without tools, that is, by the mere efforts of the human hand, there are, undoubtedly, multitudes of things which it would be impossible to make. Add to the human hand the rudest cutting instrument, and its powers are enlarged;—the fabrication of many things then becomes easy, and that of others possible, with great labor. Add the saw to the knife or the hatchet, and other works become possible, and a new course of difficult operations is brought into view, whilst many of the former are rendered easy. This observation is applicable even to the most perfect tools or machines. It would be *possible* for a very skillful workman, with files and polishing substances, to form a cylinder out of a piece of steel; but the time which this would require, would be so considerable, and the number of failures would, probably, be so great, that, for all practical purposes, such a mode of producing a steel cylinder might be said to be impossible. The same process, by the aid of the lathe and the sliding-rest, is the every-day employment of hundreds of workmen.

Not more than thirty years ago, it was uncommon for a glazier's apprentice, even after having served an apprenticeship of seven years, to be able to cut glass with a diamond, without spending much time, and destroying much of the glass upon which he worked. The invention of a simple tool has put it in the power of the merest tyro in the trade to cut glass with facility and without loss. A man, who has a *mind as well as fingers*, observed that there was one direction in which the diamond was almost incapable of abrasion or wearing by use. The tool not only steadies the diamond, but fastens it in that direction.

Similar advancements have been effected throughout the whole compass of human labor and research;—in the arts of Transportation and Locomotion, from the employment of the sheep and the goat, as beasts of burden, to the steam engine and the railroad car; in the art of Navigation, from the canoe clinging timidly to the shore, to steamships which boldly traverse the ocean; in Hydraulics, from carrying water by hand, in a vessel, or in horizontal aqueducts to those vast conduits which supply the demands of a city, and to steam fire-engines which throw a column of water to the top of the loftiest buildings;—in the arts of Spinning and Rope-making, from the hand distaff to the spinning frame, and to the machine which makes cordage or cables of any length, in a space ten feet square; in Horology or Time-keeping, from the sun-dial and the water-clock, to the watch, and to the chronometer, by which the mariner is assisted in measuring his longitude, and in saving property and life;—in the extraction, forging and tempering of Iron and other ores, having malleability to be wrought into all forms, and

used for all purposes, and supplying, instead of the stone-hatchet or the fish-shell of the savage, an almost infinite variety of instruments, which have sharpness for cutting, or solidity for striking;—in the arts of Vitrification, or Glass-making, giving not only a multitude of commodious and ornamental utensils for the household, but substituting the window for the unsightly orifice or open casement, and winnowing light and warmth from the outward and the cold atmosphere;—in the arts of Induration by Heat, from bricks dried in the sun, to those which withstand the corrosion of our climate for centuries, or resist the intensity of the furnace;—in the arts of Illumination, from the torch cut from the fir or pine tree, to the brilliant gas-light which gives almost a solar splendor to the nocturnal darkness of our cities;—in the arts of Heating and Ventilation, which at once supply warmth for comfort and pure air for health;—in the art of Building, from the hollowed trunk of a tree, or the roof-shaped cabin, to those commodious and lightsome dwellings which betoken the taste and competence of our villages and cities;—In the art of Copying or Printing, from the toilsome process of hand-copying, where the transcription of a single book was the labor of months or years, and sometimes almost of a life, to the power printing-press, which throws off sixty printed sheets in a minute;—in the art of Paper-making, from the preparation of the inner bark of a tree, cleft off, and dried at immense labor, to the machinery of Fourdrinier, from which there jets out an unbroken stream of paper, with the velocity and continuousness of a current of water;—and, in addition to all these, in the arts of Modelling and Casting; of Designing, Engraving, and Painting, of Preserving materials and of Changing their color, of Dividing and Uniting them, &c., &c.,—an ample catalogue, whose very names and processes would fill volumes.

Now, for the perfecting of all these operations, from the tedious bungling process, to the rapid and elegant;—for the change of an almost infinite variety of crude and worthless materials into useful and beautiful fabrics, *mind* has been the agent. Succeeding generations have outstripped their predecessors, just in proportion to the superiority of their mental cultivation. When we compare different people or different generations with each other, the diversity is so great that all must behold it. But there is the same kind of difference between contemporaries, fellow-townsmen, and fellow-laborers. Though the uninstructed man works side by side with the intelligent, yet the mental difference between them, places them in the same relation to each other, that a past age bears to the present. If the ignorant man knows no more respecting any particular art or branch of business, than was generally known during the last century, he belongs to the last century; and he must consent to be outstripped by those who have the light and knowledge of the present. Though they are engaged in the same kind of work, though they are supplied with the same tools or implements for carrying it on, yet, so long as one has only an arm, but the other has an arm and a mind, their products will come out, stamped and labelled, all over, with marks of contrast; superiority and inferiority, both as to quantity and quality, will be legibly written on their respective labors.

Amongst a people, then, who must gain their subsistence by their labor, what can be so economical, so provident and far-sighted, and even so wise,—in a lawful and laudable, though not in the highest sense of that word,—as to establish, and, with open heart and hand, to endow and sustain the most efficient system of Universal Education for their children; and, where the material bounties of nature are comparatively narrow and stinted, to explore, in their stead, those exhaustless and illimitable resources of comfort, and competency, and independence, which lie hidden in the yet dormant powers of the human intellect?—*Mr. Mann's Fifth Annual Report.*

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[From the Common School Journal.]

### COMMON SCHOOLS AND POPULAR EDUCATION.

I should be remiss in a duty, second, in my opinion, in importance to no other belonging to the high official station to which I have been called by the suffrages of my fellow-citizens, if I failed to commend to your special care the interests of Common Schools in this Commonwealth.

Our District Schools are the intellectual and moral nurseries of the State. If cultivated with care and skill, that care and skill will be rewarded by a maturity of rich and precious fruit. If neglected and left to make their way up in the midst of briars and thorns, and without protection, exposed to the vicissitudes of the seasons, a stinted and miserable growth will render them incapable of bearing fruit, at all, or, if any appears, it will be worthless.

It is a melancholy truth, that, in our own Commonwealth, too many children are permitted to grow up in ignorance and vice within reach and in sight of the most ample provisions for their instruction, offered to them without money and without price.

That parent who refuses to send his children to the school established and opened in his neighborhood, does those children a cruel injustice, and commits a flagrant wrong upon the community and State.

He may be allowed to make his home the dark abode of ignorance and stupidity to those children intrusted to his care by Providence; but surely he has no right, when they are grown up, to send them forth into society vicious men and women, to corrupt it by their example, or disturb its peace by their crimes. It is alike the interest of the individual and the public, that every child within the limits of the Commonwealth, should receive the priceless blessing of a Common School education.

This has been the theory of our educational laws from the beginning. And, practically, every year, thousands of the children of the poor participate in their benefits.

I trust it will be your pleasure to do all in your power to extend those benefits still farther, until every child within the State shall be enlightened by their influence.—*Gov. Briggs' Message, Jan. '48.*

## PHYSIOLOGY.

The subject of Human Physiology is one of those on which some instruction should, if possible, be given in every school. To prepare himself to give oral instruction upon it to his school, or to teach it successfully, with a text book, the teacher should know something of the anatomy, that is, of the form, position and structure of the several classes of organs which compose the human system. Among these may be specified the following:

1. The Osseous Structure or the bones, consisting of some two hundred and fifty pieces, some of which are pillars for the support of the body or the head; some, as those of the arms, levers to facilitate motion; and some, as those of the head and the chest, walls to defend important organs situated in the cavities which they enclose.

2. The Muscular System, or flesh, consisting of some four hundred and forty or fifty different muscles, variously classified as flexors or extensors; elevators or depressors; rotators, or otherwise, according to their respective offices, without the contraction or extension of the fibres of which not a motion could be made, and all of which move noiselessly and without friction in the performance of their various offices, when in health.

3. The Nervous System, consisting of numberless branches emanating from the brain and the nervous centres found in other parts of the system, which may be divided into three general classes: first, those of sensation; as of touch, sight, hearing, taste, &c., numbering forty-three pairs; second, those of motion, which are the medium of communication between the will and the muscles, and without which no voluntary motion could take place; and third, the involuntary nerves, or those which are connected with the lungs, the heart, the stomach and the organs of nutrition in general.

4. The Respiratory System, consisting of the lungs and the passage leading to them.

5. The Circulatory System, consisting of the heart, and the arteries originating in the heart and conveying the blood to every part of the system, and the veins connected with the extremities of the arteries, or their minute branches, called capillaries, and which return the blood from every part of the body to the heart.

6. The Digestive Apparatus, including the mouth, teeth and the salivary glands, the stomach, and the large and small intestines, called the alimentary canal.

7. The Skin, and its relations to other parts of the system.

With the structure of these systems, or classes of organs, to say nothing of many others, it is highly desirable that the teacher should be somewhat thoroughly acquainted, in order to prepare him to understand the function or office of each, which it is the business of Physiology to explain. This acquaintance may be easily obtained by any person of ordinary intelligence, by studying carefully an elementary work on Anatomy, or Anatomy and Physiology, illustrated, as such works are, by accurate representations of the parts described.

[From the District School Journal.]

## MODE OF TEACHING YOUNG CHILDREN.

BY J. ABBOTT.

Address the mind of the child through the senses, or through the faculties of the mind, by which the impressions of the senses are recognized or recalled. In other words, present every thing in such a way that it may convey vivid pictures to the mind. The senses are emphatically the great avenues to knowledge, in childhood; and it is consequently through them that we can have the easiest access. I can best illustrate what I mean by contrasting three ways of telling the same story.

"A man had a fine dog, and he was very fond of him; he used to take a great deal of care of him, and give him all he wanted; and in fact, he did all he could to make him comfortable, so that he should enjoy a happy life. Thus he loved his dog very much, and took great pleasure in seeing him comfortable and happy."

This, now, presents very few sensible images to the mind of the child. In the following form it would convey the same general ideas, but far more distinctly and vividly:

"There was once a man who had a large black and white dog, beautifully spotted. He made a little house for him, out in a sunny corner of the yard, and use to give him as much meat as he wanted. He would go and see him sometimes, and pat his head, while he was lying upon his straw in his little house. He loved his dog."

Would you give still more point to the story, let your style be abrupt and striking, and give the reins entirely to the imagination. Suppose the narrator, with a child on each knee, begins thus:

"A man, one pleasant morning, was standing upon the steps of his door, and he said, 'I think I will go and see my dog, Towser.'"

"Now, where do you think this dog, Towser, lived?"

"I don't know," will be the reply of each listener, with a face full of curiosity and interest.

"Why, old Towser was out in a little square house which his master had made for him in a corner of the yard. So he took some meat in his hand for Towser's breakfast. Do you think he took out a plate, and a knife and fork?"

"This man was very kind to Towser; his beautiful, spotted, black and white Towser;—and when he got to his house, he opened the door, and said,

"'Towser, Towser, come out here, Towser.'"

"So Towser came running out, and stood there wagging his tail. His master patted him on the head. You may jump down on your hands and feet, and I will tell you exactly how it was. You shall be Towser. Here, you may get under the table, which will do for his house. Then I will come and call you out, and pat you on the head," etc., etc.

No one at all acquainted with children need be told how much stronger an interest the latter style of narration would excite. And the difference is, in a philosophical point of view, that the former is



expressed in abstract terms, which the mind comes to appreciate fully only after long habits of generalization; in the latter, the meaning comes through sensible images, which the child can picture to himself with ease and pleasure, by means of those faculties of the mind, whatever they may be, by which the images presented by the senses, are perceived, at first, and afterwards renewed through the magical stimulus of language. This is the key to one of the great secrets of interesting children, and in teaching the young generally. Approach their minds through the senses. Describe every thing as it presents itself to the eye and to the ear. A different course is, indeed, often wise; as for example, when you wish to excite and develop the power of generalization, and abstraction; but generally, when your wish is merely to interest, or to convey knowledge, i. e. where you wish to gain the readiest and most complete access to the heart, these are the doors. You use others after a time, occasionally, for the sake mainly of having them opened and in use.

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### THE BOSTON SCHOOLS.

The city of Boston has one Classical School in which Latin and Greek are taught, and one English High School, for Boys only, the Girls being compensated for the want of such a High School, by being allowed to stay two years longer than the boys in the Grammar Schools.

There are about twenty Grammar Schools, whose organization is various, although the branches taught in them are similar. A few of these schools, like those in the country districts, are composed of boys and girls, and are all the time under the same teachers. A few consist entirely of boys or entirely of girls, under the same teachers. Some consist of boys, who half the time are in one room, under one set of teachers, and half the time in a different room, pursuing other studies under other teachers. The schools are very large, and, as most of them occupy two stories of the immense buildings, it would be fair to say there are forty, rather than twenty Grammar Schools.

All the schools above mentioned, are under the care of the School Committee, a body consisting of two members chosen from each of twelve wards, with the Mayor and President of the Common Council, *ex officio*; in all, twenty-six persons.

Each room of the Grammar Schools has a head teacher, whose salary is \$1,500 a year; or, rather each room *had* a head until very very recently, when the Committee organized two schools by placing one head over two rooms, with a sub-master subordinate to him with a salary of \$1,200. Besides these masters, some of these schools have a grade of teachers called ushers, whose salary is \$800. And in addition to these male teachers, in each room there are three female assistants, who are paid \$300 a year. These females teach all that the masters do.

Next to the Grammar Schools come the Intermediate Schools. About a dozen of these have been lately established to educate children too large for the Primary Schools, and not qualified to enter the Grammar Schools. These are taught by females, who receive \$300 a year. Besides these, there about one hundred and fifty Primary Schools, taught by females, there being but one teacher to each school, and each school in a separate room. In these Primaries, reading, spelling, with a little vocal music, elementary arithmetic, and perhaps a little drawing, are taught. Before long, music and drawing will probably be essential requisites in every teacher. In the Intermediates, a little Geography is added.—*Common School Journal Extra.*

The following items are gathered from the twenty-ninth annual report of the Controllers of the Public Schools of Philadelphia:

The number of teachers employed in the schools during the year ending June 30th, 1847, was 595, and the number of pupils instructed, 37,635. The schools, 232 in number, are classed thus: One High School, fifty Grammar Schools, twenty-three Secondary, ninety-eight Primary, and six unclassified schools.

The whole expenditure for the schools during the year, was \$272,431, of which more than \$150,000 was for tuition. The amount invested in real estate is \$717,627; if the interest on this sum be added to the current expenses for the year, the expense for each pupil was \$7 17; without the interest on this investment the expense was \$6 21, including tuition, fuel, books and stationery.

Of the teachers, 82 are males and 513 females. The salaries of the female teachers vary from \$125 to \$500, and those of the male teachers from \$300 to \$1,000 per annum, which is the salary of the Principals of the Grammar Schools. The salaries of the Professors in the High School, vary from \$1,000 to \$1,350, and that of the Principal of this School is \$2,000.

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**STATE TEACHERS' INSTITUTE.**—The first Normal class of the State Teachers' Association is now in progress at this place. There is a good attendance of pupils, who all express their cordial satisfaction with the exercises. The regular lectures commenced on Thursday last, and have been continued up to this time by Messrs. Cowdery, Andrews, Benton and Prof. St. John, in Geography, Arithmetic, English Grammar, and Geology. The introductory address, which was delivered on Thursday afternoon, by Hon. Samuel Galloway, President of the Association, was worthy of the distinguished speaker. The lectures so far pursued, have greatly increased the public interest for those which are to follow.—*Huron Reflector.*

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Five thousand seven hundred and eighty miles of Railroads are now completed in the United States, the first cost of which amounted to more than \$122,000,000.

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CROWN THE TEACHER.

The faithful teacher, on every plan, has much to do and much to endure. He must be contented to labor and be ill-rewarded; he must be willing to see his pupils increase while he decreases; and even to see the world, whose movement he has accelerated, leaving him behind. No matter;—the school of life lasts not long, and its best rewards are reserved till school is over.

When Jupiter offered the prize of immortality to him who was most useful to mankind, the court of Olympus was crowded with competitors. The warrior boasted of his patriotism, but Jupiter thundered;—the rich man boasted of his munificence, and Jupiter showed him a widow's mite;—the pontiff held up the keys of heaven, and Jupiter pushed the doors wide open;—the painter boasted of his power to give life to inanimate canvass, and Jupiter breathed aloud in derision;—the sculptor boasted of making gods that contended with the Immortals for human homage; Jupiter frowned,—the orator boasted of his power to sway a nation with his voice, and Jupiter marshaled the obedient hosts of heaven with a nod;—the poet spoke of his power to move even the gods by his praise; Jupiter hesitated—when, seeing a venerable man looking with intense interest upon the group of competitors, but presenting no claim—"What art thou?" said the benignant monarch. "Only a spectator," said the gray-headed sage; "all these were once my pupils."

"Crown him! crown him!" said Jupiter; "crown the faithful teacher with immortality, and make room for him at my right hand!"—*The Teachers' Institute, by Wm. B. Fowle.*

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## TALENT ALWAYS WORTH A PRICE.

No men are more justly entitled to their prices, than truly qualified and competent teachers. And this, not barely because of the value they give in return, but because of the great outlay of time and money necessary to prepare for their profession. Some teachers have spent a dozen years in their preparation, and have laid out many thousand dollars, a capital of time and money sufficient to have made them rich, in merchandize, or at any mechanical art. Few persons can estimate the value of things, where results are produced with ease, and in a moment. They must see the labor performed. Most can readily believe that a railroad, a canal, or a ship, is worth all the money asked for it, but they cannot understand why a painting or a statue, should be held at many thousand dollars. Nor can they in any way but be amazed that Parganini should expect twenty guineas for a single tune on the violin. A plain, but frank-hearted and sensible farmer, once called at the office of a celebrated chief justice in the south, and asked him a very important question, that could be answered in an instant, categorically—yes or no. 'No,' was promptly returned. The farmer was well satisfied. The decision was worth to him many thousand dollars. And

now the client about to retire, asked the lawyer the charge for the information. 'Ten dollars,' replied he. 'Ten dollars!' ejaculated the astonished farmer, 'ten dollars for saying no!' 'Do you see these rows of books, my friend?' rejoined the chief justice, 'I have spent many years in reading them, and studying their contents to answer 'no.' 'Right! right!' responded the honest farmer, 'right! I cheerfully pay the ten dollars.'

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Wisconsin, the thirtieth State, has been admitted to the Union. In 1846, its population was 155,277; it now contains more than 200,000 inhabitants.

The name of the Capital of Michigan has been changed from Michigan to Lansing. The place is situated in Ingham county; in 1845 it contained only 88, but it now numbers about 1,000 inhabitants.

The official census of Texas, recently taken, presents a total population of 142,000. The number of voters is 22,013. The number of slaves is 38,753.

THE SCHOOL FRIEND.—After the first of October next, this paper, which has hitherto been published gratis, is to be sent to subscribers only, at fifty cents per year.

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Owing to circumstances beyond our control, this number has been delayed beyond the usual time of publication.

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### NOTICES OF BOOKS, &c.

THE FIRST BOOK OF ETYMOLOGY, and THE CLASS BOOK OF ETYMOLOGY, designed to promote precision in the use, and to facilitate the acquisition of the knowledge of the English language. By James Lind, Philadelphia: E. C. & J. Biddle & Co., 1847.

CLASS BOOK OF POETRY; consisting of selections from distinguished English and American poets from Chaucer to the present day. By John S. Hart, A. M., Principal of the Philadelphia High School. Philadelphia: E. H. Butler & Co.

BIOGRAPHICAL SCHOOL SERIES, including the lives of Washington, Franklin, Lafayette, Bonaparte, Marion, Jackson and Taylor, embellished with numerous engravings. Philadelphia: Lindsay & Blakiston.

WELD'S ENGLISH GRAMMAR, illustrated by exercises in Composition, Analyzing, and Parsing. By Allen H. Weld, A. M. Portland, Me.: Sanborn & Carter, 1848.

THE UNITED STATES ARITHMETIC; Designed for Academies and schools. By Wm. Vogdes, A. M., Prof. of Mathematics in the central High School of Philadelphia. Philadelphia: E. C. & J. Biddle.

## CLARK'S NEW ENGLISH GRAMMAR.

A Practical Grammar, in which Words, Phrases and Sentences are classified, according to their offices, and their relation to each other; illustrated by a complete system of Diagrams. By S. W. CLARK, A. M.

"It is a most capital work, and well calculated, if we mistake not, to supersede, even in our best schools, works of much loftier pretension."

[*Rahway Register.*

"This is a new work, which strikes us very favorably. Its deviation from older books of the kind are generally judicious, and often important."

[*New York Tribune.*

"We are convinced it has points of very decided superiority over any of the elementary works in common use."—*New York Courier and Enquirer.*

"Mr. Clark's Grammar is a work of much merit and originality."

[*Geneva Courier.*

"The brevity, perspicuity, and comprehensiveness of this work are certainly rare merits, and alone would commend it to the favorable consideration of teachers and learners."—*Ontario Messenger.*

"Clark's Grammar I have never seen equalled for *practicability*, which is of the utmost importance in all school books." S. B. CLARK, *Principal of Scarboro' Academy, Maine.*

"The Grammar is just such a book as is wanted, and I shall make it the text-book in my school."—WILLIAM RICKLEY, *Teacher, of Cannastota, N. Y.*

I have, under my immediate instruction in English Grammar, a class of more than fifty ladies and gentlemen from the Teachers' Department, who, having studied the grammars in common use, concur with me in expressing a decided preference for "Clark's New Grammar," which we have used as a text-book since its publication, and which will be retained as such in this school hereafter.

The distinguishing peculiarities of the work are two; and in these much of its merit consists. The first, is the logical examination of a sentence as the first step in the study of language or grammar. By this process the pupil readily perceives that words are the instruments which the mind employs to perfect and to express its own conceptions; that the principal words in a sentence may be so modified in their significations by other words and by phrases, as to express the exact proposition or train of thought designed to be communicated; and that words, phrases, and sentences may be most properly distinguished and classified according to the office they perform.

The other distinguishing peculiarity of the work is a system of Diagrams; and a most happy expedient it is to unfold to the eye the mutual relation and dependence of words and sentences, as used for the purpose of delineating thought.

I believe it only requires a careful examination by teachers, and those who have the supervision of our educational interests, to secure for this work a speedy introduction into all our schools.

Yours, very truly,

N. BRITTAN, *Principal  
of Lyons Union School, New York.*

*Lyons Union School, February 21, 1848.*

Published by

A. S. BARNES & CO., NEW YORK,  
and J. H. RILEY & CO., COLUMBUS.

## To all Teachers and School Committees.

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## Prospectus of the Ohio School Journal.—Vol. III.

The third volume of the OHIO SCHOOL JOURNAL will commence on the first of January, 1848, and be published in Columbus, monthly, in octavo form, each number containing twelve closely printed pages of reading matter, besides notices of books.

The Journal will, as heretofore, be devoted to the promotion of popular education. It will contain articles of interest and value to parents and the family circle, to the farmer and the mechanic; in short, it will be a repository of useful information for all classes, and being printed in a form convenient for binding, it will be found an interesting paper for monthly reading and a valuable work for future reference.

Post Masters, School Officers, Teachers and the friends of education in general, are earnestly invited to aid in giving it a wide circulation.

Editors, throughout the State, are requested to notice it and publish this prospectus, those who give it an insertion and forward a copy will receive the Journal for the year.

BOUND VOLUMES.—Copies of the first and second volume neatly stitched in printed covers can be had, the first for twenty-five, and the second for fifty cents, each.

Any person forwarding \$1.00, free of postage, shall receive the first and second volume and the numbers of the third. Persons sending \$2.00 for seven subscribers shall, if they wish it, receive a copy of the first volume, and those sending \$3.00 for twelve, a bound copy of the second volume.

All orders and communications should be addressed to A. D. LORD, M. D., Columbus, Ohio.

REDUCTION OF TERMS.—Any person who will forward \$1 00, shall receive four copies of the current volume of the Journal; for \$2 00, eight copies of the third volume and a bound copy of the first; and for \$3 00, twelve copies of volume third and a bound copy of the first and second, will be forward.

THRALL & REED, Printers.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. III.] COLUMBUS, AUGUST, 1848. [No. 8.

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## EDUCATIONAL PAPERS, AND EDUCATION.

The question is sometimes asked, What need is there of attempting to sustain so many papers devoted to education? It is admitted that not only the politician, but the citizen, must have a political paper; he must know who are the candidates for his suffrages, and what is said of their characters, though it must be confessed by every intelligent man that our elections are, after all, decided by the votes of those unable to read and write; since it cannot be denied that, at our last Gubernatorial election, there were at least fifteen thousand voters of this class in Ohio, and that, at the last Presidential election, there were two hundred thousand such voters in the Union. Again, the farmer must have his agricultural paper, to acquaint him with the best modes of tillage and the means of improving his stock; the artist and manufacturer, their magazines and journals; the philanthropist and the christian, their periodicals, to inform them of the progress made in the reformation and evangelization of the world; and the professional man must, at whatever cost, have a full supply of the journals and reviews pertaining to his calling. But no one of these seems to consider himself bound to do any thing to sustain a periodical devoted to the promotion of education in his own State and neighborhood. Still, by pursuing the course above named, all these classes admit the doctrine, that the maintainance of periodicals devoted to the advancement of their several interests or callings, is essential to the success of their enterprises, and that the patronage of them, on their part, is a matter of interest to themselves, if not of duty to the cause to which they are devoted.

Now, if it be true that no political party, that no philanthropic or religious enterprise could expect success without the aid of the press, and that the improvements in agriculture and the arts are mainly due to its agency, can it be expected that the cause of popular education, a cause which, more than any other, depends for its success upon the enlistment of the whole community in its favor,—can it be expected that this cause will succeed without calling to its aid, and employing in its service, so important and efficient an agent as the press? If, then, it be admitted that its agency is necessary, it may be easily shown that the existence of papers and periodicals devoted, mainly,

if not exclusively, to this subject, is indispensable, since there is, probably, not a single secular or religious paper in the West, in which one column, even, is regularly devoted to the cause of popular education.

But, it may be asked by some, what claims the cause of universal education has upon the attention and the sympathies of the community at large. We answer—

1. It can be proved by the best of testimony, that without that intelligence and virtue which it is the aim of the friends of this cause to secure to every youth of our land, a Republican government and our free institutions cannot be perpetuated.

2. It can be shown with equal clearness, that without general intelligence, piety can not be expected to prevail, since, without it, religion is ever in danger of degenerating into superstition or fanaticism.

3. It can be demonstrated that those who are respectably educated can earn for themselves, or others, from twenty-five to fifty or one hundred per cent. more than those without education, and that, too, in employments where physical labor and manual skill are mainly concerned, to say nothing of other occupations, where mental culture and a profound acquaintance with science are required.

4. It can be shown that more than one half the sickness in our country is the result of ignorance, of a want of that acquaintance with the laws of health which might easily be obtained, and that, consequently, more than one half of the expense occasioned by illness and the loss of time, labor, &c., attendant upon it, might be saved if the whole community were properly educated.

5. It is well known that a large proportion of the litigation in this country arises from the inability (or the indisposition occasioned by a want of facility in doing it properly) to keep a proper record of business transactions.

6. Could the statistics of intemperance be fully ascertained, it would be found that the great majority of those who have ruined themselves and beggared their families by intemperate drinking, have, by the neglect of the culture of their minds, been rendered unable to enjoy any other than sensual pleasures.

7. If proper inquiry be made, a large proportion of the paupers, sustained at public expense, will be found to belong to the ignorant class, and to have been brought to their present condition by their want of the intelligence necessary to enable any one to manage business for himself.

8. No reading man needs to be informed that nine-tenths of all the criminals confined in jails and penitentiaries are deplorably ignorant, as well in regard to science and knowledge in general, as in respect to morals and religion.

These are a few of the facts which we would urge upon the attention of those who have not yet enrolled themselves as the active friends of popular education.



## MR. WATERSTON'S LECTURE—CONTINUED.

[From the Common School Journal.]

The next suggestion I would make, will be more or less directly connected with punishments.

1st. A teacher should never plainly accuse a scholar of a fault, where he is not positively certain that the fault was by him committed. If the teacher imagines it was by him, he may question him, and tell him what he fears, but he should not absolutely accuse him, unless he *knows* that the boy is guilty.

2nd. Never punish solely on the testimony of another. Better that the boy should escape a merited punishment, than receive a punishment he does not deserve, through testimony which may have been prompted by private ill will.

3d. Never resort to corporal punishment, when other punishments will answer. A teacher in one of our public schools, found that several of the little children were restless and disposed to whisper. He punished them a number of times, till finally, he said, "I do not see that you grow any better. Children, why will you not try to do as well as you can? I wish you to come to me every day, for a week, after the school is over, and tell me how you think you have behaved." He has found that children who were not prevented from whispering, and making disorder, by the fear of punishment, are prevented by being made their own monitors.

4th. When corporal punishment must be resorted to, let it never be done in anger. Let the child feel that it pains you, as much, at least, as it does him; that it is done in sorrow, and for his benefit. And would it not be well that such punishments should be administered in the absence of others? The presence of companions, generally awakens feelings of obstinacy, whereas if the boy is alone, and has been spoken to kindly, and has had opportunity for reflection, it will probably be more to his advantage. Let the conscience of the child be appealed to. Lead him to feel from an inward witness, that he *deserves* punishment; and, above all, to fear *wrong*, more than the *punishment* of wrong.

Once more: If a teacher finds that he has punished unjustly, let him candidly own himself in the wrong, and, as publicly as the punishment was given, so publicly let the acknowledgment be made. A teacher will never lose any dignity or influence by acknowledging a fault. On the contrary, he will thus teach the scholars that he loves truth, and that *that* shall govern him in all things. He will show his love for justice, and thus give a lesson which may be of lasting benefit.

Having considered the subject of punishments, let us now consider the amusements of children. As a means of exerting a moral and spiritual influence, these should be attended to. They generally do much to form good or bad habits, and often leave a lasting effect upon the character. Children enter into their amusements with their whole heart, and a teacher should always feel a sympathy with

them, as long as their amusements are innocent. The character of a child may often be more fully discovered, in his plays, than at any other time, and a teacher who wishes to understand the individual characteristics of a child, must know something of his sports.

The teacher of Sir Isaac Newton thought him a dull boy; he would have understood him better, if he could have watched him at his play, and seen him joyfully absorbed in making curious mills, and setting mice to turn them. And so also with Sir Humphrey Davy; he cared little for books, but took delight in trying experiments, and in roaming the country for minerals.

If we would find out the hidden springs of a child's mind, we should know something of his plays. We may often there, better than elsewhere, see the secret impulses of his being. Ferguson, when a boy, would lie, by the hour, patiently on his back, and with beads, upon a thread, measure the distances of the stars; while the fiery genius of Schiller was manifested by his passionate fondness for the beauty and majesty of Nature, by climbing the pine during the thunder-storm, and gazing into the tempestuous sky, to see whence the fire came.

Thus the true foreshadowing of the child's character, may be seen during the hours of recreation, when the mind freely follows out its natural desires; and, as there is then the first shadowing-forth of the character, so then will any false step work the most evil. When the tender bud first unfolds, the slightest mildew may blast it.—When the small fountain first bubbles up, one drop may poison its waters.

The child who joins in demoralizing games, or who joins in innocent games, with demoralizing companions, may easily be led astray. John Bunyan was, in this way, nearly ruined, and Richard Baxter came near being a gambler; while many, perhaps, who might have been a Bunyan, or a Baxter, have gone down to their graves, gray in iniquity, never having been led to retrace their steps. "The lessons that are thus learned in youth, often reach inwards to the very core of being."

Henry the Fourth, of France, was found, by an ambassador, at romps with his children. "Are you a father?" said the king; "if you are, I will go on." Of course, this could not be followed by the teacher; but he may, at least, show some sympathy with children, in their guileless mirth. I know there are practical difficulties in attempting to do much in this respect in many of our schools. Still it is possible that something may be done. There may be some games of so rough a nature, that they tend to excite the passions, and lead to anger, coarse language, or profanity; there may be other games which tend to excite a gambling spirit, and the teacher may show wherein these are bad, and how they would operate, if, instead of buttons or marbles, they should stake large amounts of property. He might show that it is the same thing, in principle, to pitch coppers, as to pitch guineas. I have known a teacher in one of the highest public schools in this city, in the winter, on Wednesday and Saturday afternoons, join in skating with his boys; another, who,

when there was a holiday, would take the boys who wished, on a ramble into the country; and last summer the head teacher of one of our grammar schools, met many of his children in the mornings, before breakfast, on Copp's Hill, where they walked about, and sang hymns. He found that their eyes sparkled the brighter for it, and that in school hours, they were more devoted to their studies.

Thus, if the teacher will feel an interest in the amusements of his scholars, and lead them to keep from all except those which are pure, even in their recreations, their good feelings will be called forth, and their very hours of pleasure, will expand and beautify their sweetest affections.

The interest that the teacher feels in a scholar, should never be confined to the school-room. Many an opportunity for exerting moral and spiritual influences, will be lost if the teacher is thus limited. In the street, and in the dwelling, the teacher should show himself *the friend*. A smile and a kind word, will be long remembered. If a child is led to believe that all you care for him, is for your own reputation, that you care not for his improvement, any further than he happens to be your scholar, and that the school committee will judge of you, by him, the respect and affection of the child is checked, and in the same proportion, you lose your influence.

If a child is sick, in as far as possible, the teacher should visit him. I know that this is a great claim upon a teacher's time, and that in large schools, it cannot always be done. But to some degree, it can be done; and when the teacher cannot go, some scholar may be sent. There are, in this city, some teachers of public schools who exert a wonderful influence in this way. In visits among the poor, I have been delighted to hear parents and children speaking with gratitude and love of the teacher's calls. "Certainly," they say, "he is one of the kindest men we ever saw, for he comes right in, and asks with so much feeling, how we all do." The poor remember such things, and their hearts are made happy.

There is still another thing, though I hardly know how far it can be carried. There may be a bond of sympathy between the day school and the Sunday school. I know some children, who have brought a line, addressed to the Sabbath teacher, stating that through the week they have been good; and their little hearts have throbbed with delight, as they handed it to the teacher. No silver medal could have pleased them more, while the influence was, I believe, unspeakably better; for the child was led to feel that the day-school teacher respected the Sunday-school teacher, and the Sunday-school teacher was interested in the doings of the week; while there was also a good opportunity for the Sunday teacher to make such remarks as might guard the child against wrong feelings, and encourage him in the right.

I should say further, that where it is possible, all teachers of day schools should become teachers in Sunday schools. This, some might say, would be making the teacher's labors interminable, and certainly be going beyond all bounds of moderation.

So it might well be thought, if it was not a known fact, that the

teaching on the Sabbath, instead of a *labor*, becomes a *refreshment* to the mind. In the Sunday school with which I am connected, we have six teachers who are engaged in teaching every day through the week, and these teachers are among the most devoted, indefatigable teachers, we have in the school. Through summer's heat, and winter's storms, they come with delight. Now it is impossible that such teachers should not carry the spirit of the Sunday school into their week's labors. Like the traveler, who, in passing through a spice-grove, carries with him long after, the fragrance, so will they, from those blessed sanctuaries of the Lord, carry the spirit of holiness.

### POPULAR EDUCATION.

[From an Address by Rev. C. W. SEARS, of Portsmouth, O.]

The cause of the people's education should be first in *time*, and first in *importance*. The greatest, the wisest, the best of men, have given it the precedence in determining the weal or woe of a nation. One has very properly said: "The security of life, property, and civil liberty, lies in the virtue and intelligence of the people, and nineteen out of twenty of our citizens, must receive all their intelligence from the public schools. Who, then, can over-estimate these primary institutions?"

Before introducing the argument in favor of the main proposition, it may be well to spend a few moments in considering popular education in its TRUE IMPORT, SOURCE, AND THE INFLUENCES NECESSARY FOR ITS GREATER MATURITY AND SUCCESSFUL PROMOTION IN THE NATION.

By *popular education* I do not mean instruction in all the *higher* branches of learning, secured only by a thorough and protracted training in some University, College or Seminary; nor is it a knowledge of the more *common* branches limited to a *part* of the rising generation, but an education commensurate with the *wants of the age*, and especially the American people. It is a system of education that will secure the highest good of our entire population, adapted to its present and prospective necessities—a system that clearly perceives, that duly appreciates those necessities, and promptly furnishes the requisite desideratum. It aims at such a development of American mind, as will keep pace with the spirit of progress so rife in the world. It will demand attention, not to set formulas and ancient usages, whose only recommendation is a venerated antiquity, but to such studies, both in kind and degree, that will suit the exigency of the times; that will scatter broad-cast a conservative influence, and wake into ceaseless activity the now dormant energies of national prosperity and perpetuity, preparing our swelling millions for their high-wrought destiny, THE GLORIOUS DEMONSTRATIONS OF A "REPUBLICAN EXPERIMENT."

The *source* of such an education is the common school—*common*, not in the sense of *inferior*, but like the source of light and heat, free

for all, and indispensable for the good of all. It is common because it is the property of the whole people, interwoven, by necessity, in the structure of our social fabric. It has been very significantly and properly termed, "the people's college."

But popular education, as we have defined it, cannot be realized in our common schools as they have been, or are now conducted in many parts of the country. Their defects are numerous. A few hours travel in almost any direction will furnish an ocular demonstration. Hence they have been satirized and caricatured, not without cause. That they have failed to meet the wants of the people, cannot be denied. Upon careful calculation, it has been found, that there are at least "*a million and a half* of children in the United States who cannot read, and have not the means of education." I saw in a recent notice, that in the State of Virginia alone, there are *one hundred and twenty thousand* children who attend no school. Why this sad destitution, even in the very State that was first to establish common schools, in which a Washington received his rudiments of education? Is it because the common schools cannot meet the wants of the people? It seems they have not done it. The fault, however, is not in the means employed, but the imperfections in our systems of popular education. That the common school is the true source, and the only source, we have only to look to France and Prussia, who have far outstripped us in their systems of popular education.

This leads us to notice some obstacles to the common school enterprise in this country, or some influences necessary for its *maturity and successful promotion*.

As first, as fundamental, as indispensable, I would mention a *correct and vigorous public sentiment*. Without it we cannot advance a step. Legislation is vain. Laws to be efficient must find a ready response in the heart of the sovereign people. We have tried legislation for many years, but the statutes have remained a dead letter, where public sentiment has not preceded. In an arbitrary government, it is different. The hand that makes, executes. The common school enterprise can never be prosecuted with success, till the public mind is enlightened to perceive and appreciate its importance.—When once aroused and properly directed, it is omnipotent for good. See what wonders have been accomplished by this agency in the promotion of morality, and the establishment of benevolent institutions. Why can we not feel and act in like manner in reference to the subject under consideration? We *can*, and the time is fast approaching when we *will*.

Public sentiment being once secured, we need then proper legislation—the enactment of such laws as will bring the advantages of education within the reach of every child. Public sentiment should make the laws, and these perfect the system. Had I time, I would like to dwell upon an essential element in that system. I pass by the establishment of school funds, their appropriate outlay, the qualification of teachers, and simply glance at one provision I deem essential in "popular education, as it should be:" That every child

should be required to attend school a certain amount of time—long enough, at least, to secure the rudiments of an English education. Without it, he is unfit for the duties of life; without it, he cannot discharge his obligations as a citizen. It should not be left to the dictate of prejudice or ignorance. At first it may seem a little anti-republican. But let us inquire, for what end do we enact laws? Is it not to *prevent* crime as well as *punish*? Is it anti-republican to make provision for the suppression of vice, even at the expense of natural right? If so, all human governments are wrong. Protection is the foundation principle of civil liberty. Ignorance and crime go hand in hand. If the child violates the law, its iron grasp is relentless. The wishes of the parent are disregarded. We do not say there is any invasion of parental authority. The law was necessary for the public good, and private interests are set aside. Have we not a right, then, so far to invade parental prerogative, as to require the education of the child, and thus avoid the criminal consequences of its ignorance?

I will close this part of the subject, by giving a brief sketch of the common school system, as now prosperously carried out in Prussia. It is one worthy of the name, and one I would see adopted in this country, with some slight modifications. For a more minute information, I would recommend Prof. Stowe's work on the "Prussian common school system." Its four prominent features are—

1st. Parents are compelled by law to send their children to school. Penalties for not obeying these laws, are fines and imprisonment. In Prussia, the greatest crime a parent can commit against his government, is to neglect the education of his children.

2nd. Prussia educates her common school teachers. To qualify them she has established *forty-two* colleges or normal schools. No one is permitted to teach without a diploma from one of these, or knowledge equal to that received there.

3rd. Teaching, in Prussia, is made a distinct profession—as distinct and separate as law or physic. Men do not assume teaching as a *temporary* thing, but as a profession for life.

4th. Whatever relates to the education of the people, receives the utmost attention. The teacher is esteemed equally with the lawyer and physician; and the minister of public instruction is chosen for his great talents and superior attainments. Waiving the severity of the penal enactments, such a system should be adopted in this country. Then you will see an exhibition of popular education, *as it should be*.

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WAGES OF LABOR.—It is curious to look at the difference in the rewards of labor. A seamstress of one of our large cities, earns two or three shillings for a day's hard labor; an opera singer often gets from five hundred to a thousand dollars a night; Jenny Lind, for her last disengaged nights in England, demanded five thousand dollars—a sum which would require ten years of labor of a mechanic to earn at ten dollars a week.

## IMPORTANCE OF THOROUGH ELEMENTARY EDUCATION.

[From an Address by Hon. EDWARD EVERITT, President of Harvard College, at the dedication of the Public High School House in Cambridge, Mass.]

"But while you do well, sir, in your High school to make provision for these studies, [the sciences, mathematics and the languages,] I know that, as long as it remains under your instruction, the plain, elementary branches will not be undervalued. There is perhaps a tendency in that direction in some of our modern schools, but I venture to hope it will not be encouraged here. I know it is not to be the province of this school to teach the elements; but I am sure you will show that you entertain sound views of their importance. I hold, sir, that to read the English language well, that is, with intelligence, feeling, spirit and effect;—to write with despatch, a neat, handsome, legible hand, (for it is, after all, a great object in writing to have others able to read what you write,) and to be master of the four rules of Arithmetic, so as to dispose at once with accuracy of every question of figures which comes up in practical life;—I say I call this a good education; and if you add the ability to write grammatical English, with the help of very few hard words, I regard it as an excellent education. These are the tools;—you can do much with them, but you are helpless without them. They are the foundation; and unless you begin with these, all your flashy attainments, a little natural philosophy, and a little mental philosophy, a little physiology and a little geology, and all the other *ologies and osophies*, are but ostentatious rubbish."

There is certainly no country in the world in which so much money is paid for schooling as in ours. This can be proved by figures. I believe there is no country where the common schools are so good. But they may be improved. It is not enough to erect commodious school houses; or to compensate able teachers, and then leave them, masters and pupils, to themselves. A school is not a clock which you can wind up and then leave it to go of itself. It is an organized living body; it has sensibilities; it craves sympathy. You must not leave the School Committee to do all the work. Your teachers want the active countenance of the whole body of parents,—of the whole intelligent community. I am sure you, Mr. Smith, would gladly put up with a little injudicious interference in single cases, if you could have the active sympathies of the whole body of parents to fall back upon in delicate and difficult cases, and to support and cheer you under the burthen of your labors, from day to day. I think this matter deserves more attention than it has received; and if so small a number as twenty-five parents would agree together, to come to the school, each in his turn, but once a month, it would give your teacher the support and countenance of a parent's presence every day, at a cost to each individual of ten or eleven days in the year. Would not the good to be effected be worth the sacrifice?

I have already spoken too long, Mr. Mayor, and will allude to but one other topic. In most things, as I have said, connected with edu-

cation, we are incalculably in advance of other days :—in some, perhaps we have fallen below their standard. I know, sir, old men are apt to make unfavorable contrasts between the present time and the past ; and if I do not soon begin to place myself in that class, others will do it for me. But I really think that in some things, belonging, perhaps, it will be thought to the minor morals, the present promising generation of youth might learn something of their grandfathers, if not their fathers. When I first went to a village school, sir,—I remember it as yesterday ;—I seem still to hold by one hand for protection, (I was of the valiant age of three years,) to an elder sister's apron ;—with the other I grasped my primer, a volume of about two and a half inches in length, which formed then the sum total of my library, and which had lost the blue paper cover from one corner, (my first misfortune in life ; ) I say it was the practice then, as we were trudging along to school, to draw up by the road-side, if a traveler, a stranger, or a person in years, passed along, "and make our manners," as it was called. The little girls curtsied, the boys made a bow ; it was not done with much grace, I suppose : but there was a civility and decency about it, which did the children good, and produced a pleasing impression on those who witnessed it. The age of village chivalry is past, never to return. These manners belong to a forgotten order of things.—They are too precise and rigorous for this enlightened age. I sometimes fear the pendulum has swung too far in the opposite extreme. Last winter I was driving into town in a carriage closed behind, but open in front. There was in company with me, the Rev. President Woods, of Bowdoin College, Maine, and that distinguished philanthropist and excellent citizen, Mr. Amos Lawrence. Well, sir, we happened to pass a school house, just as the boys (to use the common expression) were "let out." I suppose the little men had just been taught, within doors, something of the laws which regulate the course of projectiles, and determine the curves in which they move. Intent on a practical demonstration, and tempted by the convenient material, I must say they put in motion a quantity of spherical bodies, in the shape of snow balls, which brought the doctrine quite home to us way-farers, and made it wonderful that we got off with no serious inconvenience, which was happily the case. This I thought was an instance of free and easy manners, verging to the opposite extreme of the old fashioned courtesy, which I have just described. I am quite sure that the boys of this school would be the last to indulge in an experiment attended with so much risk to the heads of innocent third persons.—*Common School Journal.*

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### INTELLIGENCE, LABOR AND WEALTH.

[From Hon. R. RANTOUL's Address before the American Institute of Instruction, 1839.]

In Massachusetts there are seven hundred and twenty thousand inhabitants, among whom are one hundred and eighty thousand able



bodied men capable of earning by their labor upon an average, three hundred dollars a year. This is not too high an estimate, when we throw into the account all the labor done by women and children, which we shall not reckon separately, and all that degree of skill involved in various kinds of labor, so that it cannot be distinguished, and where the labor, and not the skill, is what is principally paid for. Each pair of working arms, therefore, if we reckon but a hundred and eighty thousand pairs in the State, represents an active capital of five thousand dollars, and the productive fund of labor in the aggregate is equal to NINE HUNDRED MILLIONS of dollars. This class, therefore, holds in its possession more wealth than any other, and this is true not only in Massachusetts, but in every State in the Union.

The interest of skill is not so easily measured. We have, however, facts from which we may fairly infer, that though of much less magnitude than that of labor, it is very far beyond that of capital.

A return of the products of industry in Massachusetts, made last year to the Secretary of State, exhibited a total of more than eighty-two millions of dollars. It is true, that in this return, no allowance is made for the cost of the raw material of the manufactured articles; but neither did it include the products of agriculture generally, nor the earnings of commerce. Making the proper allowance for these particulars, it cannot be doubted that the value created by the productive industry of the State, in one year, exceeds one hundred millions of dollars. Of this sum, fifty-four millions are the wages of labor; about eighteen millions are the wages of capital; and there will remain therefore about twenty-eight millions to be the reward of talent, skill, and ingenuity. So that this is, if measured by a pecuniary standard, clearly the second great interest in the community.

Of the accumulated property in the State, amounting to three hundred millions, considerably more than half consists of real estate, a smaller proportion constitutes the wealth embarked in commercial and manufacturing pursuits, and the least share of all exists in the shape of moneyed capital. If this is the case in Massachusetts, richer in moneyed capital, in proportion to her numbers than any other State in the Union, it is still more so in every other State.

If these premises are correct, and they are as nearly so as they can at present be made, the productive fund which yields the annual income of Massachusetts may be thus estimated:

Labor worth,	-	-	-	-	\$900,000,000
Skill and talent worth,	-	-	-	-	466,666,666
Accumulated property worth,	-	-	-	-	300,000,000

Making in all, - - - - \$1,666,666,666

In what other country under heaven is industry and talent so rewarded? Assuredly, nowhere can they boast of such rewards as in New England; for these advantages are common, though in different degrees to all the New England States. And to what cause does New England owe this enviable superiority? The superiority of

education, diffused by her common schools through her whole population, has enabled her to overcome the resistance of her inclement climate and her barren soil, and thus nobly to distance all her rivals in the career of improvement.

This have common schools done, but they have not yet exhausted their power. They are as yet only the rudiments of an institution destined to mould anew the character, to create anew the fortunes of the nations. He who measures their influence starts back in astonishment at the magnitude of the results already realized. He who considers what their influence might be, is no less astonished at the waste of our means, and the neglect of our resources. I hesitate not to declare my undoubting conviction, that throughout New England, we do not reap one-tenth part of the harvest of benefits which our schools are capable of yielding us. I know, and I pledge my reputation on it, that a boy, twelve years old, and of average capacity, can be taught more of useful knowledge, better business habits, and better intellectual and moral habits, in two years, than our children ordinarily acquire between the ages of four and sixteen. What a fearful treasure of talent wasted, time misspent, a people's best energies dormant and none to awaken them! Never was a reformation more imperatively demanded by every interest and every duty than in our common schools. A century ago they were a wonder and a praise, but now they are behind the age. They have made us what we are, but they have also enabled us to discover what we may be, what we ought to be, what we shall be, if we remodel our schools to meet the wants of the times. It is not enough that the schoolmaster is abroad, unless the schoolmaster is furnished and prepared for his vocation. No man pretends to play the violin, or the piano, until by long practice he has mastered its chords, or keys, but of those who undertake to operate upon that most complicated of all instruments, the human mind, how vast a majority are totally unacquainted with its nature and functions. What wonder at their ill success!

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#### STATE NORMAL CLASS.

Nearly five weeks have elapsed since the State Teachers' Association commenced the exercises of its first Normal Class at this place. If it may be viewed in the light of an *experiment*, the fruits of the enterprise thus far, in the estimation of all who have observed them, establish firmly its success. Teachers and citizens who have shared in the course of instruction here, unite in attesting its excellence, and the benefits they have already derived from it. The able lectures of Professor St. John, on Geology, were attended and have been followed by others of distinguished ability, on a variety of subjects. The course on English Language, by Mr. H. Benton, (which has been pursued from the beginning of the session and will continue to its close,) deserves, and we are pleased to notice, is receiving from all his pupils, the highest commendation. The instructive series of

Mr. L. Andrews, on Arithmetic, and of Mr. M. F. Cowdery, on Geography, (also commencing and continuing with the term,) are affording decided satisfaction to the Class. Mr. Cowdery is now engaged in a valuable course of lectures on Vegetable Physiology, which is nearly concluded. The course on Linear Drawing, by Mr. J. B. Howard, is said to be a very able one, and is well attended. The lectures on Civil Government, by Mr. J. Hurty, we believe are ended. Mr. T. M. Harvey has commenced an interesting course on American History. Professor H. Mandeville, the distinguished lecturer on Elocution, began his lessons on that subject last week. Mr. G. W. Winchester, an accomplished teacher of Book-keeping and Penmanship, is engaged in a series of lectures on those subjects.—Instruction in Vocal Music has been given by Messrs. Andrews and Howard. On Tuesday evening last, an eloquent lecture was delivered before the class and citizens, by Professor J. B. Thomson of N. Y., on Moral Instruction. We learn that efforts have been made to secure a copy for publication. I. J. Allen, Esq. of Mansfield, began his series of lectures on Natural Philosophy, yesterday. The fame of the lecturer is ample guaranty of their merit. Mr. M. D. Leggett will soon commence an interesting course on Human Physiology. Reviews conducted by the pupils, Disquisitions on School Government, and other exercises, have contributed to promote the interest of the session.

Our citizens have viewed with solicitude the progress of this class, and have witnessed its success with ardent gratification. The excellent deportment of the pupils, the talent and gentlemanly character of the instructors, and the admirable order of arrangements which has been pursued under the able supervision of Mr. Cowdery, have much enhanced the estimation, cordial as it was, with which they regarded the commencement of this enterprise.—*Huron Reflector*.

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OUR CHILDREN ARE NOT TAUGHT TO THINK ENOUGH.—Study, and the means of study, are indispensable; but all study and no reflection will never make a scholar. A man may read a monument of books, and never know the more; because, knowing but a little of all, he knows nothing definite of a part. So with children. They should obtain the faculty of reflection. Moderate study, and rigid, scrutinizing, untiring thought, will bring a child, any sufficient knowledge. Who is the successful man? He who thinks. Who the distinguished professional man? He who reflects and investigates. And who the enviable scholar?—the book-worm? Ask Newton with his apple, Watt with his engine, or Franklin and Morse with the kite and lightning; and they will tell you, as all history portrays, that knowledge comes only after close, vigilant thought; and show me that boy who is reserved, thoughtful and inquisitive, and when he comes to manhood I will point you to an intellect; or the girl who sees beauty in nature, and admires nature for its beauty and instruction, and I will show you a store of intellectual brightness.—*Maine Com. School Advocate*.

**EXTENT OF THE UNITED STATES.**—The United States have a frontier of more than 10,000 miles. We have a line of sea-coast of nearly 4,000 miles, and a lake-coast of 1,200 miles. One of our rivers is twice the size of the Danube, the largest river in Europe.—The Ohio is 600 miles longer than the Rhine, and the Hudson has a navigation 120 miles longer than the Thames. The State of Virginia is a third larger than England. Ohio contains 5,130,000 acres more than Scotland. From Maine to Ohio is further than from London to Constantinople; and so we might go on and fill pages, enumerating distances, rivers, lakes, capes and bays, with comparative estimates of size, power and population.—*Cincinnati paper.*

## To Teachers and Friends of Education in Ohio.

### COURSE OF LECTURES TO TEACHERS.

#### SECOND NORMAL CLASS OF THE STATE TEACHERS' ASSOCIATION.

A Course of Lectures to Teachers, similar to the one now in progress at Norwalk, will be given under the direction of the Executive Committee of the State Teachers' Association, in any County of Ohio that will make the best proposals for furnishing a building (Court House or other convenient building) for the Lectures, Apparatus, Board of Students, and for furnishing the greatest number of Students.

The Course will include Lectures upon Moral Instruction, the English Language, Arithmetic, Geography, Geology, Civil Polity, Human Physiology, Natural Philosophy, Linear Drawing, Penmanship, and many other subjects.

The Course will be given entirely with reference to its usefulness to Teachers and Schools, and will commence about the middle of September, and continue nine weeks.

*Terms of Tuition to Students, \$3.50 for the term.*

All proposals, for the above Course, should be forwarded to the Chairman of the Executive Committee, Norwalk, Huron county, Ohio, by the 16th of August next.

M. F. COWDERY,

*Chairman Executive Committee Ohio State Teachers' Association.*

### COUNTY TEACHERS' INSTITUTES.

#### To Teachers and School Examiners in Ohio.

A number of Counties in the State have applied to the Executive Committee of the State Teachers' Association, to send them one or two competent Instructors, to assist in conducting a Teachers' Institute in their respective counties, during the months of September and October next.

The Committee are desirous of sending Instructors to as many counties, as may desire their services, as they can, and respectfully invite the friends of education, who desire to hold Institutes during the next Autumn, in connexion with the State Teachers' Association, to forward their requests to the Chairman of the Executive Committee, Norwalk, Huron county, Ohio, before the 16th of August next.

It is very desirable that it should be left with the Executive Committee of the State Association to fix the time of holding Institutes in the several counties, as it will be so much more convenient for Instructors to pass, in regular succession, to contiguous counties.

*The Terms will be \$40 for two Instructors for a week, or \$50 for two Instructors for two weeks.*

All communications may be addressed to M. F. COWDERY, Chairman of Executive Committee, Norwalk, Huron county, Ohio.

## CLARK'S NEW ENGLISH GRAMMAR.

A Practical Grammar, in which Words, Phrases and Sentences are classified, according to their offices, and their relation to each other; illustrated by a complete system of Diagrams. By S. W. CLARK, A. M.

"It is a most capital work, and well calculated, if we mistake not, to supersede, even in our best schools, works of much loftier pretension."

[*Railway Register.*]

"This is a new work, which strikes us very favorably. Its deviation from older books of the kind are generally judicious, and often important."

[*New York Tribune.*]

"We are convinced it has points of very decided superiority over any of the elementary works in common use."—*New York Courier and Enquirer.*

"Mr. Clark's Grammar is a work of much merit and originality."

[*Geneva Courier.*]

"The brevity, perspicuity, and comprehensiveness of this work are certainly rare merits, and alone would commend it to the favorable consideration of teachers and learners."—*Ontario Messenger.*

"Clark's Grammar I have never seen equalled for practicability, which is of the utmost importance in all school books." S. B. CLARK, *Principal of Scarboro' Academy, Maine.*

"The Grammar is just such a book as is wanted, and I shall make it the text-book in my school."—WILLIAM RICKLEY, *Teacher, of Cannastota, N. Y.*

I have, under my immediate instruction in English Grammar, a class of more than fifty ladies and gentlemen from the Teachers' Department, who, having studied the grammars in common use, concur with me in expressing a decided preference for "Clark's New Grammar," which we have used as a text-book since its publication, and which will be retained as such in this school hereafter.

The distinguishing peculiarities of the work are two; and in these much of its merit consists. The first, is the logical examination of a sentence as the first step in the study of language or grammar. By this process the pupil readily perceives that words are the instruments which the mind employs to perfect and to express its own conceptions; that the principal words in a sentence may be so modified in their significations by other words and by phrases, as to express the exact proposition or train of thought designed to be communicated; and that words, phrases, and sentences may be most properly distinguished and classified according to the office they perform.

The other distinguishing peculiarity of the work is a system of Diagrams; and a most happy expedient it is to unfold to the eye the mutual relation and dependence of words and sentences, as used for the purpose of delineating thought.

I believe it only requires a careful examination by teachers, and those who have the supervision of our educational interests, to secure for this work a speedy introduction into all our schools.

Yours, very truly,

N. BRITTAN, *Principal  
of Lyons Union School, New York.*

*Lyons Union School, February 21, 1848.*

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## To all Teachers and School Committees.

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### Prospectus of the Ohio School Journal.—Vol. III.

The third volume of the OHIO SCHOOL JOURNAL will commence on the first of January, 1848, and be published in Columbus, monthly, in octavo form, each number containing twelve closely printed pages of reading matter, besides notices of books.

The Journal will, as heretofore, be devoted to the promotion of popular education. It will contain articles of interest and value to parents and the family circle, to the farmer and the mechanic; in short, it will be a repository of useful information for all classes, and being printed in a form convenient for binding, it will be found an interesting paper for monthly reading and a valuable work for future reference.

Post Masters, School Officers, Teachers and the friends of education in general, are earnestly invited to aid in giving it a wide circulation.

Editors, throughout the State, are requested to notice it and publish this prospectus, those who give it an insertion and forward a copy will receive the Journal for the year.

BOUND VOLUMES.—Copies of the first and second volume neatly stitched in printed covers can be had, the first for twenty-five, and the second for fifty cents, each.

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REDUCTION OF TERMS.—Any person who will forward \$1 00, shall receive four copies of the current volume of the Journal; for \$2 00, eight copies of the third volume and a bound copy of the first; and for \$3 00, twelve copies of volume third and a bound copy of the first and second, will be forward.

THRELL & REED, Printers.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. III.] COLUMBUS, SEPTEMBER, 1848. [No. 9.

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## TEACHERS' INSTITUTES.

The time for attending Institutes previous to the commencement of winter schools, has arrived, and it is earnestly to be hoped that the friends of education in every county will be awake to the importance of the subject, and secure a session in their respective counties, between this and the first of December.

These schools are becoming more widely known, and are more popular in proportion as their character and usefulness is better understood and appreciated. Pecuniary encouragement has been afforded to them by the Legislatures, in all the New England States, and in Ohio; and they have been sustained by private enterprise and liberality in several other States.

The following brief summary of their history was given by Hon. H. Barnard in an address to the members of one held in Rhode Island, in November last: "The Teachers' Institute was first tried in Connecticut in 1839; was introduced into New York in 1842; into Ohio in 1844; into Massachusetts and Rhode Island in 1845; into Vermont, New Hampshire, Michigan and Illinois in 1846; and into Maine and New Jersey in 1847. During the present season, probably 15,000 teachers will have attended, for one or two weeks, these Institutes, in the States above named, and more than half a million scholars will be better taught and governed in consequence."

From a communication in the last number of the "School Friend," it appears that eight Institutes, in as many different counties in Ohio, were held under the direction of the Executive Committee of the State Teachers' Association, between the sixth of March and the fifth of May last; and that they were attended by an aggregate of 695 Teachers. In addition to these, two Institutes were attended in Franklin county, which numbered some sixty or seventy pupils.

As we have received several inquiries in regard to the manner in which appropriations for the support of Institutes can be secured from the County Commissioners, we republish the law which was passed on the 8th of February, 1847.

## AN ACT TO ENCOURAGE TEACHERS' INSTITUTES.

SEC. 1. *Be it enacted by the General Assembly of the State of Ohio*, That in the several counties mentioned in the fifth section, in which such associations now exist, or in which such associations shall be hereafter formed, it shall be lawful for the county commissioners of said counties to appropriate the annual avails, or any part thereof, of the fund provided for in the third section of the act passed March nineteenth, one thousand eight hundred and thirty-eight, entitled "an act declaratory of, and amendatory to, an act entitled 'an act providing for the distribution and investment of this State's proportion of the surplus revenue,'" passed March twenty-eighth, one thousand eight hundred and thirty-seven, for the purposes of such associations.

SEC. 2. The money so appropriated, shall, upon the order of the county Auditor, be paid over to and expended by the board of school examiners of the proper county; the one-half thereof, at least, to the payment of suitable persons as instructors and lecturers to such associations, and the balance to the purchase and support of a suitable common school library, for the use of such associations.

SEC. 3. Every teacher of common schools of the county, and every person of the county intending to become a teacher of common schools within the next twelve months, shall have the right, without charge for instruction, to attend the meetings of such associations, and enjoy all their benefits.

SEC. 4. It shall be the duty of all the county boards of school examiners, in the several counties mentioned in the fifth section, to report, annually, to the Secretary of State, during the month of December, the number of male and female teachers examined by them during the year, the number of certificates given, how many authorized the teaching of reading, writing and arithmetic only; and when money shall have been received by virtue of this act, they shall also report how it has been expended, and with what results.

SEC. 5. This act shall be in force only in the counties of Ash-tabula, Lake, Geauga, Cuyahoga, Erie, Lorain, Medina, Trumbull, Portage, Summit, and Delaware.

By an act passed by the last Legislature and published on page 77 of this volume, the provisions of the above act are extended to all the counties in the State,

The enactment to which reference is made in the first section of the above act, is as follows:

"The Fund Commissioners of each county shall have power hereafter, to retain the net annual income of the State deposit in their hands, except the five per centum thereon to be paid to the county treasurer for the State School fund, and to invest the same in profitable stocks or mortgages, and to fund, annually, the dividends and interests of the investments so made to accumulate as a permanent fund for the support of Schools, or for the promotion of inter-



nal improvements, or for the building of academies in their counties."

From this it will be seen that a fund of not less than one per cent. of the income of the surplus revenue apportioned to these counties, may be appropriated for the purposes named in the act. But in many of these counties this revenue is loaned at an interest of *seven per cent.*, so that the income will be much greater than that. The portion of the revenue given to Franklin county, for example, is \$36,838, and the income at one per cent. would be \$368 38, but the amount which actually accrues, over the "*five per cent.*" named above, is \$525 61. It is probable there is hardly a single county in which the sum provided by this act is not sufficient to sustain a Teachers' Institute, two, three or four weeks; and in some of the counties it is sufficiently large to do this and still leave \$200, \$300, or \$400 for the support of a County Superintendent, or for the purchase of School Libraries.

From the terms of the foregoing act it will be seen, that whenever the commissioners of any county can be induced so to do, by the petitions or solicitations of the friends of education, they are authorized to make an appropriation sufficient to defray the expenses of an Institute.

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[From the Cabinet and Visitor.]

### A WORD TO SCHOOL TEACHERS.

The efforts made in this State in behalf of Common Schools, within the last few years, have not been fruitless. Teachers have felt the stimulus; and their diligence, in successful preparation for the work, proves how easy it is for a generous public to remunerate itself. The Common School law has taxed the rich to educate the poor. But the improvement which the very operation of this law has excited in our teachers, has, only by the ability to teach a greater amount for a given sum of money, been more than a double compensation for the school tax. So much for encouragement.

One prevalent delinquency, however, among teachers, should be noticed; and if *noticing* be not enough, I promise you the delinquent teacher shall hear the thunder of reform. It is a matter worthy of censure, as much so as quackery in medicine, or ignorance in the profession of law. I mean the butcheries our teachers daily perpetrate in their Schoolrooms. Not the blood they shed with the ferule or the birch; but the dreadful havoc they habitually make of our mother English.

I send my boy to school to learn the English language. He learns from his grammar that "a verb should agree with its nominative case;" that *these* and *those* are demonstratives; that *them* is the objective case, plural, of the third person, of the personal pronouns. Very well; this is right. It is what I wish him to learn; but, when he has learned it in his grammar, I do not wish him to unlearn it in his teacher. What shall it avail, that my boy shall learn these

lessons, in his book, and, during the very recitation of them, his master shall, by his example, teach him that they are of no practical use? The grammar tells him to say, *those* books, *those* rules. The master says, and thus teaches him to say, *them* books, *them* rules. The grammar tells him, "the verb must agree with its nominative." The master says, and thus teaches him to say, "you *darsen't* do it." The grammar tells him that *ought* is a defective verb, which admits of no auxiliary. The master, by his slovenly, stupid example, tells him to say, and, of course, to write, "You *HAD ought*," and "They *HADN'T ought*." The grammar teaches him to say, "*I did not think it was she*." The master says, "*I did not think it was HER*." The grammar teaches him to say, "*Between you and me*." The master says, "*Between you and I*." The grammar teaches him to say, "*He did it*." The master, in imitation of the prinking knights of the pin-box in New York, "*He DONE it*."

Now, what do I, or what does my boy, gain by all this learning in the grammar, and unlearning from the teacher, this doing and undoing, this worse than waste of time? What consideration do I get from such a teacher for the money I pay him? None: he inflicts a positive injury on my child. He ought to be fined; at least he ought not to be paid for what he has not done,—least of all, for mischief he has done.

Do we pay the lawyer who has, ignorantly or stupidly, brought the wrong action for us in the court? Do we pay the surgeon who has, ignorantly or carelessly, misplaced our broken bones? or the physician who has steamed us for the small-pox? And what comparison do my body, bones, and pelf, bear to the intellect of my children?

Let not the stupid charlatan who pretends to teach grammar, but talks gibberish, excuse himself by saying, "Grammatical accuracy is of little consequence, provided you make yourself understood." How else is he certain of being understood? To the scholars in an English school, there is no study so important as that of the English language; and there is no way of teaching it so important, as by habitual example, to show the application of grammatical rules. In a word, there is no other way of teaching it.

The child thus taught is, at an early age, led to discriminate between congruities and incongruities,—to think and to reason accurately. Yet there is no need of a continual criticism upon the diction of the child. The instructor is bound to teach grammatical accuracy in the conversation of his scholars. The selection of words—the choice of the phraseology adapted to different subjects and occasions—may be left to the growing judgment of the child.

THRIFTY.

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"I don't like this ere school," said a girl who had been parsing very nicely, in another school, for a considerable part of seven years, "coz there aint no grammar teachd in it."—*Report of the Examiners of the Public Schools of Boston.*

[From the Common School Journal.]

### INFLUENCE OF EXAMPLE.

"There is one great danger to which you,—to which all the young—are specially exposed. I mean the influence of bad example.—Example is omnipotent. Its force is irresistible to most minds. We are all swayed, more or less, by others. Others are swayed by us. And this process is continually going on, even though we are entirely unconscious of it ourselves. Hence we see the importance of choosing good companions, and flying from the bad. Unless this is done, it will be in vain for your friends to give you wise counsel, or for you to form good resolutions. 'Who can touch pitch and be clean?' You will resemble those with whom you associate. You will watch their words, their manners, their habits. Are they pure, you will be pure. Are they depraved, they will corrupt you. Be it a rule with you, then, to avoid those who are addicted to practices that you would be unwilling your most respected friends should know, and regulate your own conduct by the same standard.

"I would particularly caution you against *beginnings*. It is the *first step* that is the dangerous one; since it is obvious that, if you were to ascend the highest mountain, it could only be done by a step at a time, and if the first were not taken, the summit could never be reached. But, once successfully accomplished, the next follows as a matter of course. And equally and fatally sure is the *downward* track to crime and misery! If we suffer ourselves to be drawn in *that* direction, what human power can save us from destruction? This danger, too, is increased by the feeling of security we indulge, when we say, 'It is only a *little* thing; we shall never commit any great fault;'—not remembering that nothing stands still in life, in character, any more than in the material universe.—We must be going forward or backward; up, towards improvement and glory,—or down, towards infamy and woe! Every thing accumulates, according to its kind; though it begin small, like the snow-ball you hold in your hand, it becomes, as you roll it on the ground before you, larger at every revolution, till, at last, it is beyond your power to move it at all.

"I will illustrate this by a sad case which has recently occurred in Boston. But first, I wish to interest you in something of an agreeable nature, in connection with the faithful performance of duty.

"I have spoken of some things that you should do, to show your sense of the benefits which have been conferred upon you, and I should like to dwell on each one of them separately; but I shall have time only to speak of one. It is, however, among the most important. I allude to *speaking the truth*,—the most substantial foundation of moral character. It has innumerable advantages, one of which is strikingly exhibited in the following story:—

"Petrarch, an eminent Italian poet, who lived about five hundred years ago, secured the confidence and friendship of Cardinal Colon-

na, in whose family he resided in his youth, by his candor and strict regard to truth.

"A violent quarrel had occurred in the family of this nobleman, which was carried so far, that the resort was had to arms. The cardinal wished to know the foundation of the affair; and, calling all his people before him, he required each one to bind himself by a solemn oath, on the Gospels, to declare the whole truth. None were exempt. Even the cardinal's brother submitted to it. Petrarch, in his turn, presenting himself to take the oath, the cardinal closed the book, and said, '*As for you, Petrarch, your word is sufficient!*'"

"What more delightful reward could have been presented to the feelings of the noble youth than this, from his friend, his master, and one of the highest dignitaries of the church? Nothing but the peaceful whispers of his own conscience, or the approbation of his Maker, could have given him more heart-felt satisfaction. Who among you would not be a Petrarch? and, in this respect, which of you could not?"

"While, then, I would hold up for imitation this beautiful example, I would present a contrast as a warning to you.

"There is now confined in the Boston jail a boy of fourteen years of age, who, for the previous six years, had been sinking deeper and deeper into vice and crime, until last October, when he was convicted, and sentenced to two years confinement within the cold, damp cell of a gloomy prison, for aggravated theft. In his own written account of his life, which I have seen, he says that he began his wretched course by playing truant from school. His second step was *lying*, to conceal it. Idle, and destitute of any fixed purpose, he fell in company with others, guilty like himself, of whom he learned to steal, and to use indecent and profane language. He sought the worst boys he could find. He became a gambler, a frequenter of the circus and the theatre, and engaged in various other corrupt and sinful practices. At length, becoming bold in his dishonesty, he robbed the post-office of letters containing very considerable sums of money, and was soon detected and condemned. If you were to visit that abode of misery, you might often see this boy's broken-hearted mother, weeping, and sobbing, and groaning, at the iron grating of his solitary cell, as if she would sink on the flinty floor, and die! 'And all this,' (to use the boy's own words,) 'comes from playing truant!'

"Look, then, my young friends, at these two pictures,—both taken from life,—and tell me which you like best; and which of the two characters you propose to imitate. Will you be young Petrarchs, or will you adopt the course of the unfortunate boy in Boston jail? They are both before you. If you would be like the former, *begin right*. Resist temptation to wrong-doing, with all your might. Let no one entice you from the way which conscience points out.

G. F. THAYER.

## PUNCTUATION.

The mode of teaching punctuation in connexion with reading was described on page 75, of the second volume of the Journal. The following interesting remarks, from the "Young Ladies' Own Book," show the importance of correct punctuation in connexion with writing.

"Punctuation is a matter of the utmost consequence in every species of composition: without it there can be no clearness, strength, or accuracy. *Its utility consists* in separating the different portions of what is written, in such a manner, that the subjects may be properly classed and subdivided, so as to convey the precise meaning of the writer to the reader; to show the relation which the various parts bear to each other: to unite such as ought to be connected, and to keep apart such as have no mutual dependance.

The same words, by means of different modes of punctuation, may be made to express two meanings exactly opposite to each other; an ambiguous passage may frequently be rendered clear by a comma; and the sense of an unintelligible sentence be made manifest by the simple remedy of a couple of colons, judiciously applied. Were many letters to be read aloud, precisely as they are written, they would sound like the mere "farrago of nonsense."

*To acquire the leading principles of punctuation, no better plan can be adopted*, than to copy page after page of good editions of modern authors—copying the points as well as words. It is also advisable to copy occasionally a page or two without capitals or points; and after it has been laid aside a few days, to endeavor to write it again with the proper points. By a subsequent comparison with the original, the writer may discover the errors made, and guard against similar blunders in future exercises.

*To show the necessity of not merely using points, but of punctuating properly*, examine the following passage:

"The persons inside the coach were Mr Miller a clergyman his son a lawyer Mr Angelo a foreigner his lady and a little child."

This passage, thus written without points, is unintelligible: by different modes of punctuating it, several alterations may be made in its sense; not only as to the number of persons in the coach, but, also, as to their country, professions, and relationship to each other. By a change of points, the lady may be described as the wife of either one or two persons: Mr. Miller's son may be made a clergyman, or a lawyer, at will; or his son may be taken from him and given to a clergyman, whose name is not mentioned.

The following variations, by the use of points, will equally amuse and instruct:

(1.) "The persons inside the coach were Mr. Miller, a clergyman, his son, a lawyer, Mr. Angelo, a foreigner, his lady, and a little child."

By this mode of pointing, it would appear that there were eight individuals in the coach, namely, a clergyman, a lawyer, a foreigner

and his lady, a little child, Mr. Miller, Mr. Angelo, and the clergyman's son.

(2.) "The persons inside the coach were Mr. Miller, a clergyman; his son, a lawyer; Mr. Angelo, a foreigner; his lady; and a little child."

This change in the punctuation would reduce the parties in the coach, exclusive of the lady and child, to three persons; and make Mr. Miller himself a clergyman, Mr. Miller's son a lawyer, and Mr. Angelo a foreigner.

(3.) "The persons inside the coach were Mr. Miller; a clergyman, his son; a lawyer, Mr. Angelo; a foreigner, his lady, and a little child."

Here Mr. Miller's son becomes a clergyman, Mr. Angelo a lawyer, and the lady and child those of a foreigner who is nameless.

(4.) "The persons inside the coach were Mr. Miller; a clergyman, his son; a lawyer; Mr. Angelo; a foreigner, his lady; and a little child."

Mr. Angelo here ceases to be a lawyer; there is no longer a foreigner who is the husband of the lady and the father of the child; but the lady is described as being a foreigner, and Mr. Angelo's wife; and the child is not understood as being akin to any person in the coach.

Other alterations might be made in the sense of this passage by altering the punctuation; but sufficient has been done to show the necessity of pointing a passage so as to accord with the fact it is intended to relate."

To the foregoing, the following illustrations may be added:

"Caesar entering on his head, his helmet on his feet, armed sandals upon his brow, there was a cloud in his right hand, his faithful sword in his eye, an angry glare saying nothing, he sat down."

Almost any person can punctuate this so as to make sense.

"There is a person in the land,  
Has twenty nails on each hand;  
Five and twenty on his hands and feet;  
All this is true without deceit."

The first two lines of the above being punctuated according to the common form of pointing a stanza of four lines, we have the absurd statement included in the first three lines; changing the punctuation, and placing the semicolon after *nails*, a comma after *five*, and a semicolon after *feet*, and the statement ceases to excite wonder.

Another example will show how entirely the sense of a passage depends upon the punctuation. Men say, "women like to talk."—Again, "Men," say women, "like to talk."—Men, say "women like to talk."—Men say, "women like to talk?"—Men say, "women like to talk!" In the first of these forms, men are made to affirm of women the proposition which follows; in the second, women affirm the same of men; in the third, men are commanded to affirm it; in the fourth, the question is asked if men do affirm it; and in

the last we have an indignant exclamation, the paraphrase of which is, "do such inveterate talkers as *men* are, say that *women* like to talk!"

Perhaps one of the best methods of rendering scholars in common schools familiar with punctuation, is for the Teacher to write short sentences on the blackboard, and call upon the scholars to direct him in regard to the use of the points, and after a little practice in this way, to require them to write on their slates similar sentences of their own composition and let the class and the Teacher take part in correcting the punctuation.

**EDUCATIONAL PAPERS AGAIN.**—The readers of this Journal and others are already informed that the "School Friend" and the "Western School Journal," hitherto published as free papers, are, after October next, to be sent only to paying subscribers. In regard to the course hitherto pursued by these papers, we have nothing to say, though we are free to state as we have before done, that they have unquestionably done much to promote the cause of education; they have secured a circulation, and, it is hoped, a reading, where they could not, had they been published on any other terms, and they have, doubtless, been the means of awakening an interest in this cause, in the minds of many who, but for them, might have slumbered in lethargic indifference to it for years. But they are still to be continued by the same publishing houses, houses having important pecuniary ends to accomplish, the more effectual accomplishment of which, is acknowledged to have been their object in commencing the papers. They are to be conducted as heretofore; that is, the claims of the School-books published by these houses are to be urged upon the attention of all, not only in advertisements over the name of the publishers, (a perfectly fair way of doing business, because every one is then prepared to make due allowance for the publishers' partiality,) but in editorial notices interspersed with other matter in such a manner as to lead the reader to forget that the laudatory editorial notice of works so highly commended in advertisements, is not from another source and a disinterested person.

In regard to the exciting question of School-books it is not our intention now to speak, having no pecuniary interest in any book or set of books, but it has long been our opinion that an educational paper independent of any publishing house, devoted mainly to the promotion of the cause in our own State and furnishing an opportunity for the publishers of good books, whether in the East or the West, to present the merits of their publications, and published at the capital or some central location, was indispensably necessary to the progress of the cause of popular education in Ohio. Whether the "Ohio School Journal" has been conducted in such a manner as to promote the objects for which it was established, or to secure the confidence of the friends of education, it is for them to decide.

ALBERT PICKETT, Senior, for many years Principal of the Manhattan School in this city, one of the most efficient and enterprising teachers of our country, is still living at Delaware, in Ohio. This gentleman, now in his 79th year, taught half a century, and was always twenty years in advance of the majority of the profession. He always acted well his part, and he is still quickening and comforting those who labor for the cause of education.—*Teacher's Advocate*, (N. Y.)

We rejoice to meet, from the scene of his former toils, this just tribute to a veteran Teacher. It has been our privilege, in addition to occasional correspondence, to enjoy the privilege of several cheering interviews with "Father Pickett," as he is affectionately and reverently styled, here in Ohio, and, last autumn, to labor with him for a week in the instruction of a class of some hundred Teachers.

It is matter of gratitude that he is permitted to spend the evening of his days so quietly and pleasantly in the family of a beloved and affectionate son. But, as he looks back upon his life, what unutterable emotion and what varied recollections must throng the echoing chambers of his soul! "He taught half a century!" And during that time laid his forming hand, as it were, upon some thousands of opening minds. In each and all of these minds, he awakened emotions, kindled aspirations, developed energies, and into all instilled principles, to which, but for him they might, forever, have been strangers. And these minds still live! They are not of the perishable material upon which the architect, the painter or the sculptor lavishes his labor and skill. The emotions awakened, continue to thrill them, the aspirations kindled, to elevate them, the energies developed, to propel them and the principles instilled to guide them, onward through time and through eternity. Many of those on whom his forming influence was exerted and to whom his instructions were imparted are now filling important and responsible stations in life, and are in turn exerting a controlling influence in the formation of those who are to succeed them upon the stage; others have passed from earth, but, whether in this, or the unseen world, they still live, and the impressions made, and the influences exerted upon them, have done their work toward forming the characters they now possess, and which they will be likely to retain while canvass shall moulder, and granite and marble crumble to dust.

But perhaps one of the most interesting reflections which arise in the mind of the faithful teacher on a review of his labors, is that, among all his pupils he has not a single enemy.

Let others wear laurels and receive the plaudits of mankind, but give me the retrospect of the faithful Teacher.

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Sterne used to say, "The most accomplished way of using books is to serve them as most people do lords—learn their titles, and then brag of their acquaintance."



## STATE NORMAL CLASS.

The School for Teachers, which has been in progress at this place for nine weeks, closed its session on the 14th inst. We have noticed its exercises at length in a former number. They continued to increase in interest, and their termination was viewed with regret by our citizens, and all who participated in them. The success which has attended this first effort will greatly contribute to the increased success of that which follows. The Second Normal Class will undoubtedly be much more numerously attended, though it cannot be more ably conducted than the First.

Resolutions, adopted by the first Normal Class of the State Teachers' Association, at the close of its Session at Norwalk, August 14, 1848:

WHEREAS, We regard the employment of the Teacher as one of the most important and interesting in the rank of Professions, in its relations to society, and the welfare of the country; and as such eminently deserving the best efforts of every philanthropist and citizen in our State, for elevating the standard of its influence among us; and

WHEREAS, We believe, that the proper elevation of the standard can only be obtained by a corresponding improvement in the moral and intellectual qualifications of those to whom it is committed; therefore

*Resolved*, That as members of the Teachers' Profession, we will endeavor to honor our calling by rendering ourselves more worthy of it; and that we will make every effort, within our reach, suitably to qualify ourselves for discharging its responsible duties in a manner, which will contribute to the progress of the great cause of Education in our State.

*Resolved*, That in our peculiar form of government, every citizen of the State ought to receive a substantial English education; and as such an education can be afforded only by an efficient system of public instruction; therefore the Common Schools of Ohio ought *first, last, and all the time*, to receive the warmest aid and sympathy of every Philanthropist, Patriot, and Citizen.

*Resolved* That, in our opinion, Normal Classes, and Teachers' Institutes, as conducted by our State Teachers' Association, are among the most efficient auxiliaries for promoting the improvement of Teachers, and the consequent elevation of our Common School System.

*Resolved*, That we heartily approve of the manner in which the First Normal Class has been conducted by M. F. Cowdery, Chairman of Executive Committee of the Ohio State Teachers' Association, and that we have been extremely gratified with the choice of gentlemen to lecture on the various subjects before us.

*Resolved*, That Messrs. M. F. Cowdery, L. Andrews, H. Benton, Prof. S. St. John, G. W. Winchester, J. B. Howard, J. Hurty, T. W. Harvey, Prof. H. Mandeville, Prof. I. J. Allen, and M. D. Leggett, are entitled to our cordial gratitude for the untiring zeal of

their efforts, and for the very able and interesting manner in which they have addressed us on the subjects assigned them.

*Resolved*, That the system of Elocution, (including reading and speaking) taught by Professor Mandeville, meets our warmest approval; and we earnestly recommend its introduction into the Common Schools of our State.

*Resolved*, That we tender our sincere thanks to the Committees of Arrangements, and the citizens of Norwalk, generally, for the kindness which they have extended, and the deep interest they have evinced, in the welfare of the Class.

*Resolved*, that the foregoing resolutions be published in the papers of Huron and Erie counties, and in the Educational papers of the State.—*Huron Reflector*.

### COURSE OF LECTURES TO TEACHERS.

*Second Normal Class of the Ohio State Teachers' Association.*

The course of lectures to the second *Normal Class* of the *Ohio State Teachers' Association* will be given at Akron, Summit co., Ohio, commencing on Wednesday the 13th of September next, and continuing eight weeks.

The following subjects will be embraced in the course:

1. Moral Instruction. 2. The English Language. 3. Arithmetic. 4. Elocution. 5. Geography. 6. Geology. 7. Natural Philosophy. 8. Human Physiology. 9. Perspective Drawing. 10. Penmanship. 11. Book Keeping.

The following gentlemen have been secured as lecturers and instructors:

Prof. SAMUEL ST. JOHN, of Western Reserve College.—Prof. I. W. ANDREWS, of Marietta College.—M. D. LECHE, Principal and Superintendent of Akron Schools.—L. ANDREWS, A. M., Principal and Superintendent of Massillon Union Schools.—HORACE BERTON.—L. M. CRITCHER, M. D.—J. B. HOWARD, late teacher of Drawing in N. Y. State Normal School.—G. W. WINCHESTER, Teacher of Penmanship and Book keeping.

Other subjects of interest to Teachers and schools will be presented during the session.

Board will be furnished to students at from \$1.25 to \$1.50 per week.

Tuition for the course will be \$3.50, payable during the first week of the session.

M. F. COWDERY, Ch'n Exec. Com. O. S. Teach. Ass'n.

Sandusky City, Aug. 18, 1848.

### NOTICE OF BOOKS, &c.

FIRST LESSONS IN NATURAL PHILOSOPHY; designed to teach the elements of the sciences. Abridged from the Compendium of School Philosophy by Richard G. Parker, A. M. New York: A. S. Barnes & Co., 1848.

ELEMENTARY GEOLOGY; by Edward Hitchcock, D. D., L.L.D., President of Amherst College; eighth edition. New York: M. H. Newman, 1847.

THE UNITED STATES ARITHMETIC; parts first and second with a key, by Wm. Vogdes, A. M., Prof. of Math. in the Philadelphia High School, Philadelphia: E. C. & J. Riddle, 1847.

COBB'S NEW SERIES OF READING BOOKS IN FIVE NUMBERS, designed for schools and academies. by Lyman Cobb, A. M. Cincinnati: B. Davenport, 1848.

ÆSOP'S FABLES IN FRENCH; with a description of fifty animals mentioned therein, and a French and English dictionary of all the words contained in the work. Philadelphia: Lindsay & Blakiston, 1848.

## CLARK'S NEW ENGLISH GRAMMAR.

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I have, under my immediate instruction in English Grammar, a class of more than fifty ladies and gentlemen from the Teachers' Department, who, having studied the grammars in common use, concur with me in expressing a decided preference for "Clark's New Grammar," which we have used as a text-book since its publication, and which will be retained as such in this school hereafter.

The distinguished peculiarities of the work are two; and in these much of its merit consists. The first, is the logical examination of a sentence as the first step in the study of language or grammar. By this process the pupil readily perceives that words are the instruments which the mind employs to perfect and to express its own conceptions; that the principal words in a sentence may be so modified in their significations by other words and by phrases, as to express the exact proposition or train of thought designed to be communicated; and that words, phrases, and sentences may be most properly distinguished and classified according to the office they perform.

The other distinguishing peculiarity of the work is a system of Diagrams; and a most happy expedient it is to unfold to the eye the mutual relation and dependence of words and sentences, as used for the purpose of delineating thought.

I believe it only requires a careful examination by teachers, and those who have the supervision of our educational interests, to secure for this work a speedy introduction into all our schools.

Yours, very truly,

N. BRITAIN, *Principal of Lyons Union School, New York.*

*Lyons Union School, February 21, 1848.*

Published by

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THIS JOURNAL is published, monthly, in octavo form, each number containing twelve pages, besides notices and advertisements of books. It is devoted to the promotion of popular education, and contains articles of interest to teachers and scholars, to parents and the family circle, and being printed in a form convenient for binding, will be found an interesting paper for monthly reading and a valuable work for future reference.

Postmasters, Teachers, and the friends of education in general, are respectfully invited to aid in giving it a wide circulation.

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to the rights of citizens before a generation can grow up,) it is unquestionably true that a large proportion of our youth are either orphans or the children of those who have no just views of the importance of education, and who will not accustom them to attend school in their early years, or, if at all, not with sufficient regularity to acquire any degree of mental culture, any correct habits of study, or any abiding love for knowledge or improvement, and who will allow them to leave school whenever they dislike its wholesome restraints, or will remove them entirely as soon as they become able to earn anything by labor. Hence it is, that in almost any district school in our State, during the winter season, there are to be found more or less young men, in size, who if able to read at all, are not capable of reading a single paragraph in a manner intelligible to others, and who are utterly unable to comprehend its meaning themselves. These are, generally, the scholars who create the disturbances in our schools, who occasion the withdrawal of better and more peaceful scholars from them, cause the dismissal of Teachers, and most of the evils incident to common schools. These are the persons who having learned at school to injure the feelings and disregard the rights of others, go out into the world with no desire for improvement, no sources of enjoyment within themselves, no love for the companionship of books, no taste for pure and refined pleasures and no ability to enjoy any but the more gross and sensual amusements. These are the persons who are most likely to frequent the race-course, the circus and the grog-shop, who disturb towns and neighborhoods with their midnight yells, and subsequently become incendiaries or the leaders of mobs, and finally die in the gutter, the almshouse or the prison.

From four to five hundred of this class of persons are constantly confined in the Penitentiary, and a much larger number are yearly to be found for a longer or shorter time in the county jails. An approximate estimate of the expense to the State, occasioned by these criminals, may be made from the following statement. For the past ten years, the aggregate amount of payments for criminal purposes from the treasury of Cuyahoga county exceeds *seventy thousand dollars*, or more than 7,000 per year. The greatest sum appropriated for schools, from the State School Fund, in any year, was five thousand dollars, and during the greater part of the time the yearly apportionment was less than three thousand. It is well known to every intelligent person, that from three fourths to seven eighths of all the criminals in our jails and penitentiaries belong to the ignorant class described above.

What then is the remedy for the existing state of things, and what is to prevent its perpetuation? We answer, improve the school teachers, the school houses and the schools of the State; render the Teachers intelligent and efficient by employing none but those who are well qualified and devoted to the employment, and remunerate them well for their services; make the school houses pleasant and attractive, and the schools desirable places of resort, and create such a public sentiment that parents will feel bound to send their children regularly to school.

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### SCHOOL HOUSES.

As the time for opening winter schools approaches, it becomes Directors, and those who have the interest of schools at heart, to look to the condition of the school house, to see that the plastering is repaired, if necessary, the walls whitewashed, the windows glazed and the means for warming and ventilating secured, and a good supply of fuel supplied in season; In short, that every thing be done, which can be effected, to render the school room pleasant and convenient, or, at least, comfortable and healthy. We are aware that much has been said on this subject, and every argument has been employed to show its importance, and to induce all concerned to feel a proper interest in the subject, and still the great majority of school houses in the State present a most cheerless aspect to the beholder, and are still more uncomfortable for those who occupy them.

In nothing else pertaining to the improvement of society or the conveniences of life do the people manifest a wish to stand still or even to go backwards. Do any now think of moving to Iowa or Wisconsin with an ox-team, and occupying from four to six or eight weeks in the journey, because, forsooth, their fathers did so in removing to Ohio? Do any parch corn and pound it in a mortar for food, because, before the erection of mills, the early settlers were compelled so to do? Do any pick, card, and spin all their own wool and dress all their cloth by hand, for a similar reason? Do our farmers and mechanics erect houses of logs, with a single room for all the family, with an opening through the roof for the escape of the smoke, and use stools for seats, the floor for a bedstead, a chest for a table, trenchers for plates, and fingers for knives and forks, because in the history of the human race there may have been a time when their ancestors did thus, and, *therefore*, they and their children must needs do so?

And yet this is the logic not unfrequently used in regard to the school house, and by men reputedly possessed of good judgment, men who reflect upon other objects and become intelligent and enterprising, who not only seize upon valuable improvements when proposed to them, but who study to devise them and are ready to laud in un-

measured terms those who have introduced important improvements in agriculture and other useful arts. But talk to them about improving the school house, making it larger and more commodious, furnishing it with better seats and desks, with suitable apparatus, blackboards, maps, charts, &c., and we are immediately and very decidedly told that "the house is now better than any in which they ever attended school, that in their youth they had nothing but slab-benches without backs, and as for blackboards and apparatus, no such thing was ever heard of then, and they think their children can do without them as well as they did." Now is it not evident, from the strain of these replies, that those who make them are acting upon the assumption that no important improvement in the means or methods of education can be made, or upon the equally absurd assumption that in this department alone no such improvement is needed? We might have less fault to find with the reasoning of these persons, if they would be consistent and apply the same to other subjects of similar, or even of less importance. If they will reject or throw aside all the improvements of the age, if farmers will throw aside the plows they now use and adopt those used fifty years since, if they will use oxen instead of horses, and sleds instead of wagons; if they will reap, thresh and winnow their grain by hand, wash it at the spring if foul, and carry it to mill a bushel at a time, on horseback, with a stone in one end of the bag; if they will use chimneys with a wide back, burn their firewood of sled-length, and draw in the logs with a horse; if they will wear no clothes except those manufactured entirely in their own houses; and if mechanics of every class will use no tools and adopt no methods in their respective employments, which have been invented or introduced within the last forty or fifty years, we may then cease to urge the necessity of improvements in school houses, furniture and apparatus.

Here let us not be misunderstood; when the country was new and the people comparatively poor, or at best, supplied with little more than the necessaries of life, when the single room of the log cabin, with its chinks well closed with clay, with its floor of earth or split timber, its wide fire-place, its rude stools and other furniture, and its bark torches instead of lamps, was considered a palace, then there was no incongruity between it and the school house of similar architecture and furniture, and no injurious effect was produced upon the minds of children by resorting to such a place for study and instruction; but when these cabins have given place to the spacious and commodious farm house, or the stately mansion, well furnished and decorated with maps and paintings upon its walls, and elegant volumes and costly engravings upon its tables, and when even the barn and its neighboring buildings have assumed an air of comfort, if not of taste, and are constructed, lighted and ventilated with due reference to the health and comfort of their inmates, can it be expected that children will resort to the unseemly school house poorly lighted, illwarmed, unventilated, with its floor undulating



like the surface of the sea, and covered perhaps with filth, with its walls blackened by the smoke of years, and variegated only by the grotesque or obscene inscriptions and delineations, and the whole presenting the most comfortless aspect imaginable, can it be expected, we say, that children and youth will go from their homes to such places without feelings of repugnance, or without connecting most unpleasant associations with every thing that pertains to school and the acquisition of knowledge? And can the teacher be blamed if they do not love the school and take delight in study?

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ADDRESS OF THE EXECUTIVE COMMITTEE OF THE OHIO STATE TEACHERS' ASSOCIATION, TO THE COUNTY SCHOOL EXAMINERS OF OHIO.

By the present existing laws of Ohio, an important part of the administration of the School System of the State, is intrusted to County Examiners.

The power of deciding upon the qualifications of teachers, and, consequently, of determining, in a great measure, the character of the State, is placed in their hands.

This not only gives to this office a high place in the School System of the State; but also gives to it an intrinsic dignity and importance which few stations in society may claim. It imposes duties and demands labors, differing widely from the ordinary obligations of official stations.

It was doubtless the intention of the framers and friends of this law, in thus confiding these important trusts to few persons in each county, to secure more of intelligence, zeal and fidelity, more of independence and thoroughness in their exercise, and thereby place both the teachers and Schools of the State in a much higher rank than they had before held.

How far this was accomplished,—how well the law has answered the expectation of its friends, or advanced the public good, during the ten years of its continuance, we shall not now undertake to show. How faithfully its duties have been discharged by those who, from time to time, have filled it, we shall not now attempt to inquire. How far many have, by their incompetency, their negligence, and their sacrifice of honor and conscience, shown themselves utterly unworthy of any public trust, we do not now propose to decide.

How far the profession of teaching has suffered degradation from these, its legally constituted guardians, we shall not now attempt to ascertain.

If no legal tribunal summon any before it for neglect of duty, or departure from right, if no deep toned public sentiment any where utter a murmur of approval or reproof, if no future citizen of the State, conscious of the deep wrong of early neglect, and of the irreparable loss he has thereby sustained, shall inquire through whose ignorance or betrayal of trust his dearest interests have been sacrificed, this portion of the educational history of our State may perhaps, be permitted to remain unread. But for ourselves, at present,

we pass silently, yet not indifferently over it. Our plans, our energies and our hopes, are for the future. Whatever of wrong or evil has existed in our School system or our Schools, we desire, as speedily as possible, to counteract and remove. Whatever of good may anywhere be found, we desire to perpetuate, and, if possible, make better. In this undertaking we look for the cordial co-operation of every friend of the best interests of our country. Especially must we look for important aid from those to whom is entrusted the administration of the school system of the State.

We desire therefore to call the attention of such County Examiners as are anxious to improve the Teachers and Schools of their respective counties, and of the State at large, to the plan and objects of the *State Teachers' Association*, recently organized, and to such important measures as it may from time to time undertake to put into operation.

It is believed that it is possible to accomplish much for popular education in our State by voluntary efforts—that plans and efforts can be accomplished by the sincere friends of the cause, which may rapidly change the character of Common Schools in Ohio, and thoroughly awaken public sentiment to the importance of securing to every child in the State the best education which human means can provide. We wish, in the first place, to invite special attention to the facilities which Teachers' Institutes afford for improving, in some degree, the qualifications of Teachers, almost simultaneously, in every county in the State. So far as could depend upon the Association, arrangements have been made to hold one of these Schools in a large number of counties in the State within a few months. The Committee are prepared to make still further arrangements for the same objects, but it must depend upon the the friends of the movement whether all of the proposals now made, or that may hereafter be made, shall be accepted. We have already received assurances of co-operation from County Examiners in various counties, and we trust that no county in the State will permit this, or any other practicable measure, to pass unimproved, through the negligence of those expected to be most watchful of the prosperity of Schools.

As a further important means of promoting the best interests of Teachers and Schools, we would urge the necessity of complying, in all respects, with the present law for the examination of Teachers. In many counties of the State there are neither quarterly meetings of the Board, nor any systematic, thorough, impartial methods of conducting the examination. We deem this a subject of immediate and pressing importance. First, that the Teachers of a county should be called together before the entire Board, and before the public, for examination, and, as far as possible, that all examinations should be conducted in this way. And next, that there should be some thorough, impartial method of conducting the examination in every county in the State.

It must be obvious that the ordinary method of verbal examination, for a large class, is very unequal in its operation; and must

oftentimes be very unsatisfactory. Unless much time is spent, but a very limited number of answers can be obtained from each candidate, on each and all of the subjects. To obviate this difficulty, to produce uniformity, and also to furnish, as soon as possible, some index to the condition of Common Schools in every county of the State, the Committee respectfully recommend the following regulations, recently adopted by one of the counties, as worthy of adoption throughout the State.

The School Examiners for Lake county, have adopted the following method of examining Teachers, at the quarterly meetings of the Board :

The questions in Grammar, Geography, and Arithmetic, and perhaps some other branches, will be prepared beforehand, and a written or printed copy of the same will be presented to each candidate. A *written answer* will then be required from each candidate. Candidates who answer in this way all the questions correctly, without errors in punctuation, orthography, or capital letters in their articles, will receive a first class certificate, that is, a certificate for two years.

Certificates will be given, as before, for six, twelve and eighteen months each, according to the correct answers given to the questions. Unless two-thirds of the questions in *each branch*, are answered correctly, no certificate will be granted.

After each examination, the questions proposed to the class will be published, together with the names of all Teachers who have received a *first class certificate*, or a certificate for two years.

Teachers holding a certificate for a less time than two years, will be permitted to compete for a first class certificate at each quarterly meeting, with the privilege of retaining the one they already hold, in case they fail of obtaining a better one.

It will be readily seen that if counties throughout the State adopted this method, and would furnish to each other, or to some educational paper for publication, full copies of the questions proposed, of the whole number of candidates, and also of all receiving a first class certificate, a very good knowledge of the present condition of the Schools in Ohio might soon be obtained.

The influence this would exert upon the Schools and Teachers themselves, would be in a high degree favorable. The plan, therefore, with such modifications and improvements as may be deemed best, is earnestly recommended to the consideration of all School Examiners in the State. Several counties have already decided to adopt the plan during the examinations of the current year. Any others that may think proper to do so, are requested to send copies of their regulations and questions to each member of the Executive Committee, and they will receive as many copies of the regulations of other counties in exchange, as the Committee can consistently furnish.

## MORAL CHARACTER OF TEACHERS.

It is one of the surest indications of progress in the cause of education, that the community are beginning to look with solicitude at the moral character and influence of Teachers, and that School officers feel their responsibility in this behalf. The statutes of Ohio are quite as explicit on this subject as those of other States, and it is earnestly to be hoped that School Examiners in every county will feel the importance of carefully ascertaining the moral character of all applicants for certificates. To them and others interested, we commend the following articles, the first of which is from the N. Y. District School Journal.

The Town Superintendent of Schools in Kingston, in this State, recently addressed to the State Superintendent a letter as to the propriety of making *habitual profanity* a disqualification for a public school teacher. To this the following very proper letter was returned:—

SECRETARY OF STATE'S OFFICE, }  
ALBANY, July 21, 1848. }

SIR,—You desire to know whether habitual profanity should be regarded a disqualification in persons presenting themselves as candidates for school teachers.

Among the qualifications required for a school teacher, a good moral character is not the least important. He may be a proficient scholar, and may possess undoubted ability to impart instruction with success, but if his instruction is immoral in its tendency, it is worse than ignorance.

Profanity is not less a violation of morality than falsehood, drunkenness, or theft. It begets a recklessness of thought and action—a moral vacuum where every vice may find a sure receptacle; and in tender youth—a person entrusted with their character, their prospects and their usefulness—it should not and cannot be allowed.

Your refusal to grant certificates to teachers who are addicted to *habitual profanity*, is therefore, in strict accordance with the rules of this Department, and meets its approbation. Yours respectfully.

CHRISTOPHER MORGAN,  
SUPT. COM. SCHOOLS.

OFFICE OF SUP'T OF PUBLIC INSTRUCTION, }  
MONROE, MICH. Sept. 12, 1848. }

DEAR SIR:—In your letter of August 25th, you inquire whether the practice of Sabbath-breaking morally disqualifies a person for teaching school, provided his qualifications in other respects are good. You allude particularly “to the practice of mingling with parties of pleasure and riding about the country for recreation on the Sabbath.”

Whether the question be viewed abstractly, as a matter of sound policy and of right, or whether it be considered as under the Statutes merely, I have no hesitation in saying that in my opinion the Sab-

bath-breaker is morally disqualified for the proper discharge of the duties of a teacher of youth. The welfare of the rising generation and of our country, as well as the Statutes of our State, requires that no Sabbath-breaker be *licensed* to teach school. And I may add, it would be well if none were so employed *without a license*.

The Statutes of our State make it the duty of School Inspectors "to examine, annually, all persons offering themselves as candidates for teachers of primary schools in their township, in regard to *moral character*, learning and ability to teach school,"—and to "deliver to each person so examined and *found qualified*, a certificate signed by them, in such form as shall be prescribed by the Superintendent of Public Instruction."

It will be seen the law contemplates three distinct requisites to constitute a "qualified teacher." These are, 1st. A good moral character, 2d. Sufficient learning, 3d. Ability (or aptness) to teach. All of these combined are necessary to constitute a good teacher.—The necessity of the second qualification specified, every one will admit. But without the third, the teacher's labor will be unavailing. And, however perfectly he may combine these two qualifications, his services will be worse than useless, unless he possesses a *good moral character*. This is the crowning excellency of a good teacher, and, in our Statutes, it is wisely placed *first* among the teacher's qualifications. "As is the Teacher, so will be the School," has become a proverb. While no teacher should be employed whose intellectual and social habits are not such as we would have our children form, I may add, none should receive the inspectors' certificate, whose *moral character* may not be safely copied. The teacher's influence for weal or wo, is immense. The law contemplates that it shall be undividedly on the side of *virtue*.

In the forty-third chapter of the Revised Statutes of this State, it is expressly provided that, on the first day of the week, "no person shall be present at any game, sport, play, or public diversion, or resort to any public assembly, excepting meetings for religious worship, or moral instruction," under penalty of a "fine not exceeding five dollars for each offence."

From this language we see that Sabbath-breaking, even in its milder forms, is made a penal offence. It would then be mockery, for the same Statutes to require school officers to examine "candidates for teachers" in regard to "moral character," under instructions to grant certificates to such only as are "found qualified," and yet allow Sabbath-breakers to receive such certificates. The fact is, the teacher's office is a responsible one, and is so regarded by the Statutes. *The teacher should be a pattern of excellence in all things;—and especially should this be true of him socially and morally.* The Statutes are very specific. The following is from the eighty-eighth section of the Revised School Law. "No certificate shall be given by the inspectors, unless they are satisfied that the applicant possesses A GOOD MORAL CHARACTER."

In my opinion, neither the Sabbath-breaker, nor the profane person, nor the inebriate, nor he who frequents the gambling table, nor persons openly and habitually guilty of any immorality, can, with any propriety, be considered as *qualified* "in regard to moral character \* \* \* to teach school."

Respectfully and truly yours,

IRA MAYHEW, Superintendent of Public Instruction.

RICHARD KENT, Esq., School Inspector, Adrian, Mich.

### EDUCATIONAL CONVENTIONS AND ANNIVERSARIES.

Several most interesting meetings were attended in different States during the month of August last, to the proceedings of each of which we should gladly give as much space as can now be devoted to all.

The third Anniversary of the N. Y. STATE TEACHERS' ASSOCIATION was attended in Auburn, commencing on the 2d of August. The attendance of Teachers from different parts of the State was good, and the exercises consisting of the reports of committees, lectures, discussions, &c., were of a highly interesting character.

THE AMERICAN INSTITUTE OF INSTRUCTION, the oldest society of the kind in the Union, held its nineteenth Anniversary, in Bangor, Me., commencing on the 15th of the month. This Association, formed in 1830, has published eighteen volumes of Transactions and the Lectures delivered at its Anniversaries, which constitute one of the most valuable series of educational works ever published in any country. The usual spirit and interest characterized its proceedings at the late annual meeting.

A State Educational convention was held in Chelsea, Vt., on the 23d and 24th of August, which was well attended and will doubtless be the means of accelerating the progress of improvement and of increasing the interest in the cause of education in that State.

THE NORTH WESTERN EDUCATIONAL SOCIETY, held its second Anniversary in Detroit on the 16th and 17th of August. Delegates from eight different States attended. The officers for the ensuing year are M. F. COWDERY, President, Hon. I. MAYHEW, Vice President, M. D. LEGGETT, recording Secretary, L. ANDREWS corresponding Secretary, A. H. BAILEY Treasurer. The officers for Ohio, are Prof. S. St. John and H. H. Barney Vice Presidents, A. D. Lord corresponding Secretary. The society adjourned to meet in Cleveland on the second Wednesday in August, 1849.

The following resolutions adopted by the society contain so clear a statement of some of the great truths which should be frequently urged upon the attention of the community, that we copy them entire:

*Resolved*, That the system of *Free Schools* commends itself to our judgment, and that, in the opinion of this society it is the duty of the several state governments to provide such efficient means for their support, as will secure the education of the masses.

*Resolved*, That for the better promotion of the interests of common school education, it is the deliberate conviction of this society, formed after mature reflection, based upon the successful results which have followed the establishment of *Union Schools*, that they ought to be speedily organized in all villages and densely populated portions of the country.

*Resolved*, That as all contemplated improvements in popular education must finally depend upon the qualifications of teachers, it is of the first importance that *NORMAL SCHOOLS*, or institutions for educating teachers, should be made a part of the common school system of each state.

*Resolved*, That the highest improvement of our common schools, is intimately connected with the prosperity of the higher seminaries; and that the encouragement of educational institutions of all grades, from the primary school to the college, is necessary, both to secure the most thorough preparation on the part of teachers, and to give to the whole people the best education.

*Resolved*, That the general introduction of teachers' institutes, promises to be a more available means of elevating immediately the standard of qualifications in teachers, than any other with which we are acquainted; and that we recommend that such institutes be held annually in every county, where suitable teachers can be procured to take charge of them.

*Resolved*, That this society respectfully invite the attention of the several state legislatures of the states in the North West territory, to the great importance of teachers' institutes, their ultimate connection with the welfare of common schools and the necessity of legislation for their establishment and support.

### LITERARY RECORD.

It is our intention, from time to time, to notice briefly the catalogues and reports of the various Literary Institutions in the State.

The Catalogue of Grand River Institute, (in Austinburgh, Ashtabuly co.) for the year ending June 28th 1848, presents the names of 143 students, including 115 gentleman and 68 ladies. This Institution which is permanently established and well endowed, is under the charge of Mr. R. M. Walker A. M., as Principal, with whom are associated Mr. A. A. Smith and Miss. Betsey M. Cowles and three assistant Teachers.

**DAYTON ACADEMY.**—The catalogue for the year ending July 1848 contains the names of 110 pupils. M. G. Williams, A. M., is Principal and is assisted by six Teachers in different departments of instruction.

**URBANA ACADEMY.**—This Institution is under the charge of Mr. L. G. Parker, A. M. Mrs. Parker has charge of the Female Department, and four assistant Teachers are employed. The second annual catalogue numbers 169 students.

**THE COOPER FEMALE ACADEMY**, at Dayton, is still conducted by Mr. E. E. Barney, A. M. with whom are associated Mr. and Mrs. A. E. Stevens and some six or seven experienced assistants. The catalogue for the year ending in July last, contains the names of 185 pupils. The course of study occupies four years.

**THE MARIETTA FEMALE SEMINARY**, under the supervision and instruction of Mr. and Mrs. L. Tenney, aided by a number of assistant Teachers, presents, in its catalogue for the present year the names of those who have attended it during the last seven years. The whole number is 424, the number during the year ending in July, 146, and the whole number of graduates 41.

**WILLOUGHBY FEMALE SEMINARY.**—The first Annual Catalogue of this Institution recently established upon the plan of Mt. Holyoke Female Seminary, contains the names of 132 pupils. Miss. R. B. Tenney is Principal and is assisted by four associate Teachers. In each of the two Institutions last named the course of study occupies three years, and in all the Institutions noticed above more or less attention is given to those preparing to teach.

**TEACHERS' INSTITUTES.**—Institutes have been recently attended under the direction of the State Teachers' Association, in Dayton, Medina, Troy, Tiffin, Lower Sandusky, and perhaps in other places. One was conducted by Mr. A. Holbrook, at Berea, numbering fifty-two students. An institute is to be held at Reynoldsburg, in this county, commencing on the 3d inst., and one in Ashtabula county, commencing on the 23d. Several more will doubtless be held, of which we have received no notice.

We invite the special attention of School Examiners throughout the State to the Address of the Executive Committee of the State Teachers' Association, contained in this number.

#### NOTICES OF BOOKS, &c.

**A TREATISE ON ALGEBRA**, embracing, besides the elementary principles, all the higher parts usually taught in colleges; containing moreover the new method of cubic and higher equations as well as the developement and application of the more recently discovered Theory of Sturm. By George R. Perkins, A. M., Prof. of Mathematics in N. Y. State Normal School.

**THE ELEMENTS OF ALGEBRA**, designed for the use of Common Schools, by the same. Utica: H. H. Hawley & Co. Hartford, J. H. Mather & Co., 1848.

**THREE THOUSAND EXERCISES IN ARITHMETIC.** By David Ring, Principal of the Female High School, Baltimore. Philadelphia, E. C. and J. Biddle & Co.

**THE CHILD'S FIRST BOOK OF READING AND DRAWING.** By Jerome B. Howard, late Teacher of Drawing in the N. Y. State Normal School. Albany: E. H. Pease & Co., 1848.

**FIRST BOOK OF ANATOMY AND PHYSIOLOGY.** With eighty engravings. By Calvin Cutter, M. D. Boston: B. B. Mussey & Co., 1847.

**THE PRIMARY SCHOOL READER.** Parts I. II. and III. By Wm. D. Swan, Principal of the Mayhew Grammar School, Boston.

**THE GRAMMAR SCHOOL READER**, by the same. Philadelphia: Thomas, Cowperthwaite & Co.



## CLARK'S NEW ENGLISH GRAMMAR.

A Practical Grammar, in which Words, Phrases and Sentences are classified, according to their offices, and their relation to each other; illustrated by a complete system of Diagrams. By S. W. CLARK, A. M.

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The distinguished peculiarities of the work are two; and in these much of its merit consists. The first, is the logical examination of a sentence as the first step in the study of language or grammar. By this process the pupil readily perceives that words are the instruments which the mind employs to perfect and to express its own conceptions; that the principal words in a sentence may be so modified in their significations by other words and by phrases, as to express the exact proposition or train of thought designed to be communicated; and that words, phrases, and sentences may be most properly distinguished and classified according to the office they perform.

The other distinguishing peculiarity of the work is a system of Diagrams; and a most happy expedient it is to unfold to the eye the mutual relation and dependence of words and sentences, as used for the purpose of delineating thought.

I believe it only requires a careful examination by teachers, and those who have the supervision of our educational interests, to secure for this work a speedy introduction into all our schools.

Yours, very truly,

N. BRITTAN, *Principal of Lyons*

*Union School, New York.*

*Lyons Union School, February 21, 1848.*

Published by A. S. BARNES & CO., New York,  
and J. H. RILEY & CO., COLUMBUS.

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- IV. WILLARD'S UNIVERSAL HISTORY IN PERSPECTIVE.
- V. WILLARD'S TEMPLE OF TIME,  
A Chart of Universal History.

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# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. III.] COLUMBUS, NOVEMBER, 1848. [No. 11.

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## THE DUTIES OF SCHOOL OFFICERS, PARENTS, TEACHERS AND SCHOLARS.

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**DUTIES OF SCHOOL DIRECTORS.**—The duties of these officers are somewhat numerous, and a proper performance of them is of vital importance to the success of a school, and though it brings neither honor nor emolument, we hazard nothing in saying that no civil office imposes duties whose faithful performance is fraught with consequences of greater moment.

The more important of these may be named under the following heads: first, their duties with reference to the School House, second, to the Teacher, and third, to the School.

It is their duty to see that the school room and its furniture are in good repair, that blackboards, maps, and all the means of instruction which the finances of the district will afford, are furnished, and that an abundant supply of suitable fuel is provided. Second, to select and employ a competent Teacher. He should be, first, a person of unexceptionable character; second, he should have a love for the employment of teaching, and a fondness for the society of children and youth; third, he should be one who has made an effort to qualify himself for the business, and, if possible, one who has had experience and proved himself capable of governing a school; and apt to teach, and who has therefore a reputation to maintain; and fourth, he should be one who intends to remain in the employment for some time, at least, and who has therefore, a character to establish. Having secured such a Teacher, and pledged to him a compensation for which he can feel justified to devote his entire energies, and all necessary time and attention to the school, and having given such information in regard to the present condition and character of

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the school, and the course of instruction and discipline which has hitherto been pursued in it, and in relation to their own views and wishes concerning its management in future ; it is their duty, on the morning appointed for commencing the school, to accompany him to the school house, call the school to order and introduce him to the scholars, with such remarks and ceremonies as they may deem proper; to remain, if practicable, during the first session and see the school organized. After the Teacher is thus appropriately inducted into office, they should frequently visit him, should counsel and encourage him in his labors, and, so long as they retain him, sustain him in all his laudable efforts for the improvement of his school, and avoid doing aught to thwart any of his plans, not absolutely objectionable or injudicious, remembering that every competent Teacher can succeed better on his own plan than upon that of another.

Third, they are under equal obligations to visit the school, to watch its progress and improvement, to encourage the pupils to attend punctually and regularly, and to be diligent in study, and orderly in their deportment; they should do all in their power to elevate the character of the school, to increase the influence of the Teacher, and interest parents and guardians in its improvement; and finally, in case the Teacher they have employed proves incompetent or unsuccessful, to dismiss him and secure another. But if the course here indicated is pursued, the occasions for dismissing a Teacher will be rare.

**DUTIES OF PARENTS.**—The duties of parents and guardians may be named under the head of duties to the Teacher, to their own children or wards, and to the school. The following summary of their duties to the Teacher is taken from an address by the late Mr. Page, Principal of the N. Y. State Normal School. 1. Parents should reciprocate the efforts of the Teacher toward a mutual understanding. 2. They should candidly listen to his plans, and, unless they are manifestly wrong, should do all in their power to aid him in the execution of them. 3. They should thankfully listen to the Teacher's faithful account of their children; even if that account be not a flattering one. 4. Parents should visit the school which their children attend. 5. They should promptly and cheerfully supply the required books and apparatus for the school. 6. They should be slow in condemning the Teacher for supposed faults. 7. When he is known to be wrong, parents should possess a forgiving spirit. 8. They should give to Teachers their *sympathy*.

The following enumeration of the duties of parents to their children, is taken mainly from "A Teacher's appeal to the parents of his pupils," by Mr. C. Northend, of Salem, Mass. 1. Parents should send their children to school constantly and seasonably. 2. They should see that they are decently clothed, and cleanly in their persons. 3. They should encourage them to respect and obey the rules and requirements of the school. 4. They should encourage them to be orderly in their deportment, and studiously to regard right. 5. They should encourage them to be studious, by manifesting an



interest in their lessons. 6. They should have a regard for the character of the books their children read, and see that they read understandingly. 7. They should cultivate in their children habits of true politeness and courtesy.

Many of the duties of parents to the school have already been named under the two preceding heads, but beside visiting the school and co-operating and sympathizing with the Teacher, they can do much for its improvement and success, by manifesting at all proper times and in all proper places, an interest in its welfare, and a deep solicitude for its reputation, by speaking well of the Teacher and of all his judicious plans, by palliating or excusing his faults or failings, (of which every Teacher must be expected to have some,) and by inducing their neighbors to visit the school and take an interest in its exercises.

**DUTIES OF TEACHERS.**—The Teacher has duties to himself, to the parents of his pupils, and to his school. His duties to himself commence long before his school begins. Among them may be named the obligation to examine carefully his own habits, disposition and character, and ascertain, by every possible means, his own defects, as well as his excellencies, and to adopt and faithfully prosecute a well digested plan for self improvement; second, to qualify himself thoroughly, both to teach and to govern a school successfully. This is to be done, first, by a faithful study of all the branches he expects to teach; second, by storing his mind with a fund of general information derived from every accessible source; third, by the reading and study of books on the science and art of teaching; and fourth, by visiting the schools of experienced and successful Teachers, and becoming familiar with their plans and methods.

Among his duties to his employers, he should first, become personally acquainted with the directors, and as many of the parents as possible, before the opening of his school. 2. "He should, (says Mr. Page in the address before quoted,) imbue himself deeply with a feeling of the importance of his work. 3. He should seek frequent opportunity of intercourse with the parents. 4. He should be willing to explain his plans to them. 5. He should be frank in all his representations to them concerning their children."

In relation to his school, the Teacher is bound, first, to cherish and to manifest a deep interest and an anxious solicitude for its welfare and improvement, and for the advancement of its individual members; second, to devote his energies and all the time not needed for exercise, relaxation or rest, to the appropriate labors of his school; third, to be impartial in the administration of its government and discipline; and fourth, to guard the health, to watch the habits, and to labor for the social and moral improvement of his pupils, as well as for their intellectual culture.

**DUTIES OF PUPILS.**—The duties of scholars attending school are thus stated in a "Letter from a Teacher to his pupil," published by Hon. H. Barnard, as one of his series of "Educational Tracts."—1. Scholars should be constant in their attendance at school. 2. They

## THE GOVERNMENT OF SCHOOLS.

We quote the following views on this important subject from the Regulations recently published by the board of Education in this city.

The objects of government in school, as recognized by the Board, are, first, to secure punctuality and regularity in attendance, and that degree of quiet and order which are necessary to the school-room; second, to incite to diligence in study and the faithful performance of duty, and to aid the pupils in the formation of proper habits, both of study and of conduct, and thus to prevent the occurrence of wrong; third, to accustom scholars to the habit of prompt and cheerful obedience to law, and a ready compliance with wholesome regulations, emanating from any properly constituted authority.

The means for the accomplishment of these several objects are numerous, and must ever vary with the intelligence, ingenuity and tact of the Teacher; the precise means suitable for adoption in particular cases must, therefore, be left to the discretion of the Teacher, or the advice of the Superintendent. Still, it may be well to allude to the ease with which many of the evils, liable to arise in school, may be anticipated or prevented by judicious management, compared with the difficulty of remedying them after they have occurred, and to suggest, that the great secret of governing others, is to maintain entire control over one's self; that the Teacher should endeavor to be, in regard to promptness, punctuality and fidelity, what he would have his scholars to be; that he should place confidence in them, and treat them as though they were, or intended to be, what they should be; that he should be slow to suspect any of intentional wrong, and, when any are positively known to have violated the rules of propriety, treat them, till it is proved to be otherwise, as though the offence were an unintentional, rather than a wilful transgression; and show to all offenders that their offence is rather against the school and its laws than himself, and that, in administering punishment of any kind, he acts as the executor of the penalty of the law, and not in a vindictive spirit.

The legitimate objects of punishment, when it becomes necessary in maintaining the discipline of a school, are deemed to be, first, to reform those who have disobeyed its regulations; second, to prevent the commission of wrong or transgression by others; and, third, to magnify and make honorable the law or regulation violated, and thus show to all that wholesome rules, enacted for the good of all, cannot be violated by any one with impunity.

In the modes of punishment, sometimes adopted in schools, there is a wide difference. Of these the following are deemed improper: The use of ridicule, or of sarcastic or contemptuous language, imposing lessons as a penalty for transgression or delinquency; corporal inflictions having the nature of personal indignity, such as pulling the hair, the nose or ears, striking the head, &c.; or such

as are attended with prolonged torture, such as requiring pupils to assume unnatural attitudes, or to sit or stand in uncomfortable or unhealthy positions. The following, it is thought, may, with propriety, be used when circumstances require: Disapprobation of wrong done, and of the transgressor as such; reproof faithfully and judiciously administered, in private, if possible; deprivation of customary privileges, as recesses, &c.; restraint or chastisement, and reporting to the Superintendent or the School Committee.

Any pupil, parent, or guardian, feeling aggrieved by the administration of the government in any school, may apply to the Committee or to any member of the Board for redress; but all are especially requested not to embarrass Teachers by stating to them such grievances, and especially at the school room, or in the presence of their scholars.

No scholar who shall leave school, or be withdrawn therefrom, for a supposed or alleged grievance of this kind, without consulting the Board, shall be permitted again to enter any Public School without the consent of the Board, in writing.

### HISTORY AND CHRONOLOGY.

The following may be of service to teachers who have not been accustomed to give oral instruction in history. "History is a narrative of past events. It is divided with respect to time, into ancient and modern; with regard to the nature of its subjects, it is divided into sacred and profane, ecclesiastical and civil. Sacred History is the history contained in the scriptures, and it relates chiefly to the Jews. Profane History is the history of ancient heathen nations, and is found chiefly in the writings of the Greeks and Romans. Ecclesiastical History is the history of the church of Christ. Civil History is the history of the various nations, states and empires of the world."

Chronology treats of the dates of important events. The following outline from "Eschenberg's Classical Manual," is the best of the kind we have ever seen, and should be thoroughly committed to memory by every person who wishes to become familiar with History and Chronology.

Chronology is Ancient or Modern. Ancient includes the whole time *before Christ*, comprehending 4004 years; Modern includes the whole time *since Christ*.

1. Ancient Chronology is divided into two portions by the Flood; Antediluvian ages, the portion before the flood, and Postdiluvian ages, the portion after the flood.—The Antediluvian ages may be considered as containing only *one* period; the Postdiluvian ages as containing *eight* periods.

The grand events and periods are the following:

Of the Antediluvian ages, the *one* period is from Creation B. C. 4004 to Deluge B. C. 2348.

Of the Postdiluvian ages, the *1st period*, from Deluge B. C. 2348 to Calling of Abraham B. C. 1921;

*2d period*, from Calling of Abraham to Escape of Israelites B. C. 1492;

*3d period*, from escape of Israelites to Building of Temple B. C. 1004;

*4th period*, from Building of Temple to Founding of Rome B. C. 752;

*5th period*, from Founding of Rome to Battle of Marathon B. C. 490;

*6th period*, from Battle of Marathon to Reign of Alexander B. C. 336;

*7th period*, from Reign of Alexander to Capture of Carthage B. C. 146;

*8th period*, to Coming of Christ A. D. 1.

II. Modern Chronology is divided into three distinct portions by the *Fall of Rome*, and the *Fall of Constantinople*; *Early Ages*, the portion before the Fall of Rome; *Middle Ages*, the portion between the Fall of Rome and the Fall of Constantinople; *Recent Ages*, the portion since the Fall of Constantinople.—The early ages may be considered as containing *two* periods; the middle ages, *five* periods; and the recent ages, *five* periods.

The grand events and periods are the following.

Of the early ages, the *1st period* is from the Coming of Christ A. D. 1, to the reign of Constantine A. D. 306;

*2d period*, from the Reign of Constantine to Fall of Rome A. D. 476;

Of the middle ages, the *1st period* is from the Fall of Rome to Flight of Mahomet A. D. 622;

*2d period*, from the Flight of Mahomet to Crowning of Charlemagne A. D. 800;

*3d period*, from the Crowning of Charlemagne to Landing of William the Conqueror, A. D. 1066;

*4th period*, from Landing of William to Overthrow of Saracens A. D. 1258;

*5th period*, from Overthrow of Saracens to Fall of Constantinople A. D. 1453.

Of the Recent ages, the *1st period*, is from the Fall of Constantinople to Abdication of Charles Fifth A. D. 1553;

*2d period*, from Abdication of Charles Fifth to Restoration of Charles Second A. D. 1660;

*3d period*, from Restoration of Charles Second to Independence of the United States A. D. 1776;

*4th period*, from Independence of the United States to Downfall of Bonaparte A. D. 1815;

*5th period*, from Downfall of Bonaparte to the Present Time.

**VENTILATION FOR SMALL POX.**—A father stated to a physician that as his son had been disposed to the small pox, he should like to have him ventilated, if it did not cost over half a dollar.—*Rochester Amer.*

## PUBLIC SCHOOLS OF COLUMBUS.

We quote from the Ohio State Journal, the following statistics of the public schools of this city, for the quarter ending on the 5th of October last:

The number of Teachers employed, including the Superintendent, was 18; the number of schools taught, 17; including the High School, three Grammar, five Secondary, six Primary, and two German schools.

The whole number of scholars registered in all the schools during the quarter, was 1412; the number transferred from one school to another, 56, and the actual number of different scholars, 1356. The average number belonging to the schools during the quarter, was 959, the average daily attendance in the schools, 855, and the average daily attendance, per school, was 50 and one-third. The average attendance per school in the north district was 52; in the middle, 49; and in the south district, 53. The average in the High School was 30; in the Secondary, 47; in the Primary 56; and in the German schools, 60.

The whole sum paid for tuition and supervision was \$1,221 25; being an average of \$1 42 per scholar, and exclusive of the High School, \$1 12 per scholar, varying as follows: 70 cents in the Primary, 88 cents in the German, \$1 06 in the Secondary, and \$2 32 in the Grammar Schools.

The average attendance during the past quarter has been larger than during any quarter preceding, since the commencement of the Schools under the present organization.

A. D. LORD, Superintendent.

Columbus, Oct. 6th, 1848.

## EDUCATIONAL DOCUMENTS.

Through the kindness of its author, we have received the Third Annual Report of Hon. S. P. Beers, Commissioner of the School Fund, and Superintendent of the Common Schools of Connecticut.—The Report is a most valuable document containing, in the appendix, a full account of the sixteen Teacher's Conventions or Institutes (the holding of which was ordered by the Legislature, and which were instructed by persons appointed by the State Superintendent,) together with copious extracts from the reports of the school visitors of the several school societies into which the state is divided.

We are also indebted to the Hon. W. G. Crosby, Secretary of the Board of Education in Maine, for the Second Annual Report of the Board and its Secretary. The Reports are well written, and show that the schools of that state have received an impulse from the labors of the Board and its Secretary, which cannot fail to lead to progressive improvement, especially, if these valuable labors are continued.

The able Report of the Hon. R. S. Rust, Commissioner of Common Schools in N. Hampshire, has also been received and read with deep interest.

For all these Reports the gentlemen named above, will please accept our sincere acknowledgements of obligation.

Our thanks are also due to Hon. H. Barnard, of R. I., for a package of valuable Reports and Documents; to J. J. Barclay, Esq., and Prof. John S. Hart, of Philadelphia, for books, forms and reports pertaining to the Public Schools of that City; to Messrs. George B. Emerson and W. B. Fowle, of Boston, for the Reports of the Public Schools of that City, and other Documents; and to Hon J. A. Shaw, for the Reports of the Public Schools in the second municipality of N. Orleans.

We would again solicit from State, County and City Superintendents of Schools, and the Secretaries of Boards of Education in States and Cities, who have not forwarded their Reports, the favor of copies of their Annual Reports, and also ask from them, and from those who have done so already, the continuance of their favors. It will give us pleasure to forward to them in return, the Ohio School Journal and the Reports of the Public Schools of this City which may be published from time to time.

#### EDUCATIONAL AND OTHER PERIODICALS.

The Teacher's Advocate, and Journal of Education, which entered on its fourth volume with the first of October last, is hereafter to be edited by Messrs. J. McKeen and P. E. Day, and published bi-monthly in New York City, at \$1.00 per annum. This paper is the organ of the "N. Y. State Teacher's Association," and is worthy of the patronage of Teachers and the friends of education throughout the Union.

WRIGHT'S PAPER, for the dissemination of useful knowledge, commenced its second volume in July last. This and "WRIGHT'S CASKET" of pleasing and useful information for the mothers and daughters of America, are published monthly, in Philadelphia, by A. E. Wright, at twenty-five cents, each, per year. Both are valuable papers, and are unquestionably doing something for the good of society, by supplanting the "light literature" which everywhere abounds.

THE STUDENT AND YOUNG TUTOR has completed its fourth half yearly volume; the work is hereafter to be published under the title of "The Student;" it will be issued monthly in octavo form, each number containing 32 pages, at \$1.00 per year. The object of this work, which has been well conducted, is to furnish suitable reading for the different grades of scholars usually found in common and other schools.—Address J. S. Denman, New York.

COMSTOCK'S PHONETIC MAGAZINE is hereafter to be published monthly in newspaper form under the name of "Comstock's Phonetic Telegraph;" subscription price twenty-five cents. It is edited by A. Comstock, M. D., of Philadelphia, and devoted to the promotion of a reform in the orthography of our language by introducing "Comstock's Perfect Alphabet."

THE ANGLO SAXON, a weekly paper, devoted to the introduction of Phonography and Phonotypy according to the system of Pitman, is published in New York, by Andrews and Boyle at \$2 00 per year.

THE PRAIRIE FARMER, one of the oldest and most ably edited agricultural papers in the Union, is published monthly, each number con-

taining thirty-two large octavo pages, at \$1.00 per year. A part of each number is devoted to schools and the cause of education. Address John S. Wright, Chicago, Ill.

THE OHIO CULTIVATOR, a paper whose character and value are already widely known, is published semi-monthly in this city at \$1.00 per year; four copies for \$3.00. Address M. B. Batcham.

THE OHIO MEDICAL AND SURGICAL JOURNAL, is the name of a periodical commenced in this city on the first of Sept. last. It is edited by John Butterfield, M. D., Prof. in the Starling Medical College, and published by J. H. Rife & Co., at \$2.00 per year. The Journal is issued once in two months, each number containing ninety-six pages of reading matter. From the appearance of the first and second numbers, we have no hesitation in commending it to all interested in the subject to which it is devoted.

STATE TEACHER'S ASSOCIATION—The annual meeting of the Ohio State Teacher's Association is to be attended in Columbus, between the 25th of December, and the 1st of January next. No announcement of the arrangements for the exercises has, as yet, been received from the Executive Committee.

The December number of the Journal will not be issued till after the meeting of the State Teacher's Association. By that time, the arrangements in regard to the Journal for the future, can be definitely announced.

#### NOTICES OF BOOKS, &c.

A PRACTICAL SYSTEM OF BOOK-KEEPING BY SINGLE ENTRY: containing three different forms of books, designed respectively for the Farmer, Mechanic and Merchant. To which is added a variety of useful forms of Notes, Bills, Drafts, Receipts, &c. By Levi S. Fukon and Geo. W. Eastman. Cincinnati: H. W. Derby & Co. N. York: A. S. Barnes & Co. 1848.

SMITH'S ILLUSTRATED ASTRONOMY, designed for the use of schools, with numerous original diagrams. By Asa Smith, Principal of Public School, No. 12, New York City. New York: Cady and Burgess. 1848.

PINNOCK'S SCHOOL SERIES—*History of France and Normandy* from the earliest times to the Revolution of 1848. By W. C. Taylor, LL. D. Philadelphia: Thomas, Cowperthwait and Co. 1848.

PERKINS' HIGHER ARITHMETIC, designed for the use of High Schools, Academies and Colleges; in which some entirely new principles are developed, and many concise and easy rules given, which have never appeared in any Arithmetic. By Geo. R. Perkins, A. M., Principal of the N. Y. State Normal School. Utica; H. H. Hawley and Co. 1848.

ADAM'S NEW ARITHMETIC, in which the principles of operating by numbers are analytically explained and synthetically applied. Illustrated by copious examples. By Daniel Adams, M. D., Keene, N. H. Published by J. W. Prentiss and Co.

THE YOUNG LADIES' HARP, a selection of secular and sacred music from distinguished composers, arranged in two and three parts, with a piano accompaniment. Designed for Female Academies, Seminaries

and Senior classes in public and private schools. By Geo. Kingsley. N. York: A. S. Barnes and Co.; Cincinnati: H. W. Derby & Co. 1848.

HISTORY OF THE UNITED STATES OF AMERICA, DESIGNED FOR SCHOOLS. Extending from the discovery of America by Columbus to the present time; with numerous maps and engravings, together with a notice of American antiquities and the Indian Tribes. By Egbert Guernsey, A. M. Fourth edition. New York: Cady and Burgess. 1848.

PRIMARY PHYSIOLOGY FOR SCHOOLS. By Edward Jarvis, M. D., Author of "Practical Physiology." Phil.: Thomas, Cowperthwait & Co. '48.

A HIGH SCHOOL PRONOUNCING DICTIONARY OF THE ENGLISH LANGUAGE, abridged from the American Dictionary of Noah Webster, LL. D. By Wm. G. Webster. N. Y.: Huntington & Savage; Cin. Derby & Co. '48.

REVISED COMPREHENSIVE SERIES OF SCHOOL READERS, in five numbers. By S. G. Goodrich. Louisville: Morton and Griswold. 1848.

### THANKSGIVING.

Pursuant to a Resolution of the last General Assembly, I, WILLIAM BESS, Governor of the State of Ohio do hereby appoint Thursday, the twenty-third day of November next, a day of general Thanksgiving throughout the State.

For our country, her mountains, valleys, and plains, her oceans, lakes and rivers, her mineral stores, her forests, flowers and fruits, her agriculture, manufactures and commerce; for general health and abundant harvests; for peace abroad and tranquility at home; for the glorious march of freedom and truth amongst the nations; for the priceless inheritance descended from our fathers; for schools, the treasures of science and the charms of literature; for "the transcendent sweets of domestic life, the happiness of kindred, and parents and children; for the immeasurable blessings of rational existence, the immortal hope of christianity, and the light of everlasting truth;" for these and numberless other boons, bestowed by the Great Giver of Good, let all the people, on that day, "enter into His gates with thanksgiving, and into His courts with praise."

Given under my hand and seal, at Columbus, on this, the seventeenth day of October, in the year of our Lord, one thousand eight hundred and forty-eight.

WILLIAM BESS, Governor of Ohio.

### ADAMS'S NEW ARITHMETIC—REVISED EDITION.

The Publishers give notice that this valuable School Book is now in the market. The work has undergone a thorough revision. It contains the characteristics of the former edition, in a greatly improved form, with such corrections and additions as the wants of the times demand.

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Teachers, Superintendents and Committees are respectfully invited to examine the revised ed.

#### ADAMS'S ARITHMETICAL SERIES.

The following series of Arithmetical Works now published, are worthy the attention of those interested in Ed. Copies of any of the series will be furnished, on application to the publishers.

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The other distinguishing peculiarity of the work is a system of Diagrams; and a most happy expedient it is to unfold to the eye the mutual relation and dependence of words and sentences, as used for the purpose of delineating thought.

I believe it only requires a careful examination by teachers, and those who have the supervision of our educational interests, to secure for this work a speedy introduction into all our schools.

Yours, very truly,

N. BRITTAN, *Principal of Lyons*

*Union School, New York.*

*Lyons Union School, February 21, 1848.*

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**THE OHIO SCHOOL JOURNAL--Vol. III.**

THIS JOURNAL is published, monthly, in octavo form, each number containing twelve pages, besides notices and advertisements of books. It is devoted to the promotion of popular education, and contains articles of interest to teachers and scholars, to parents and the family circle, and being printed in a form convenient for binding, will be found an interesting paper for monthly reading and a valuable work for future reference.

Postmasters, Teachers, and the friends of education in general, are respectfully invited to aid in giving it a wide circulation.

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All orders and communications should be addressed to A. D. LEAH, M. D., Columbus, O.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. III.]

COLUMBUS, DECEMBER, 1848.

[No. 12.]

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## RETROSPECT AND PROSPECT.

The close of another volume furnishes a favorable opportunity to look back over the incidents which have occurred since the publication of the Journal commenced. When the first number was issued, in July 1846, there had been, in Ohio, no paper of the kind, for some six years, and only four periodicals devoted to education existed in the Union. Since that time, five such papers have been established in New England, two in New York, three in Ohio, one in Illinois and one in Tennessee, beside some three or four others which have been commenced and since discontinued. Previous to the time above named, only four Teachers Institutes had been attended in the State; the first series of articles which appeared in the west, on the origin and history of these schools and the mode of conducting them, was published in the Journal and circulated somewhat widely among Teachers and others. During the year 1846, nine Institutes were assembled in the State, which were attended by more than one thousand Teachers; in 1847, thirteen were held, at which more than thirteen hundred Teachers received instruction; and during the last year, a still larger number of Institutes have been convened and a proportionally larger number of Teachers have been benefited by them.

But time would fail us to speak at length of the laws enacted for the improvement of schools in Cities and Towns, for the appointment of County Superintendents and the endowment of Teachers' Institutes, of Teachers' associations and county educational societies formed, of the Normal classes and all the other plans which have been adopted for the improvement of Teachers and schools both in town and country.

While therefore, it is impossible to deny that much has been done within the last three years, for the promotion of education in Ohio, as they look at the condition in which the common schools still are, in the greater portion of the State, all must feel that much, very much, yet remains to be done; and feeling that the Journal has done something toward effecting the great objects for which it was commenced, we have no disposition to withdraw from the field while work remains to be performed.

It has frequently been suggested, by Teachers and others, that a paper which should contain matter suitable for the reading of the scholars attending school and for children at the fire side; which might give them instruction in regard to their studies at school, their habits, manners and conduct, at home and abroad, at school and on the play ground, would meet a ready reception among the 300,000 families to which the 700,000 children and youth entitled to the benefits of our common schools, belong.

In accordance with this suggestion we have concluded to add to the Journal, as heretofore conducted, a department for children and youth, and in this number present a specimen of the style and contents which may be expected in that department. The Editor expects the assistance of some experienced writers in this department, and having back volumes of several of the best juvenile papers in the Union hopes to make the Journal worthy of the patronage of every family in the State, while the TERMS on which it is afforded bring it within the reach of all.

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### UNION SCHOOLS.

In an article on the fiftieth page of the present volume, a brief description of this class of schools was given, together with the mode of organizing them, and an enumeration of some of the advantages to be derived from their introduction, wherever circumstances are favorable, and there is sufficient intelligence and public spirit in the community to warrant the adoption of the plan.

In discussing this subject further, it will not be necessary to portray the defects of the present system, (adopted so generally in our State,) of dividing every township into small districts, containing a limited number of scholars, and in which all the scholars, from four to twenty-one years, and all the branches, from the alphabet to the higher mathematics, must, if at all, be taught by a single teacher. This plan is acknowledged, by all the intelligent and observing, to be defective, and to have failed entirely of giving to those who attend these schools, even the rudiments of a thorough education.

But there are those, in almost every community, who suppose that the only remedy for this defect, or the only means of giving to their children a thorough education, is to sustain select or high schools and academies. We propose, in this article, to point out some of the disadvantages attendant upon this class of schools, as they have been conducted in years past, and are likely to be, for years to come.

1. The buildings and rooms occupied by them, are often unsuitable for the purpose, and greatly inferior to those which can easily be furnished for a Union School, or for a system of graded Public Schools.

2. The teachers, who establish, or rather commence many of the select or high schools, so called, are often utterly incapable to manage or instruct them, being, not unfrequently, persons who

cannot secure employment in the common schools, for lack of the necessary qualifications; and the irresponsible character of this class of schools and the transient character of the teachers, precludes the adoption of the necessary means for ascertaining the competency of the individual who proposes to teach, before he commences his school.

3. These schools are not permanent, hence, no regular course of study can be prescribed, and no systematic course of instruction can be carried out.

4. In most cases, in order to make up a school of sufficient numbers, pupils must be received without any reference to their previous attainments, they must be allowed to pursue such studies as their own caprice, or that of their parents, may dictate; hence it is not uncommon to find scholars studying Natural Philosophy or Astronomy, who do not know the multiplication table; or studying Botany, Geology or Rhetoric, without being able to spell the most common words, to parse a single sentence correctly, or even to define and distinguish the parts of speech.

5. Scholars are not unfrequently encouraged to be irregular in their attendance by being required to pay only for the time they attend school, this together with the fact last named above prevents to a great extent, the formation of classes, and precludes entirely the possibility of instructing the scholars in regular classes, thus depriving them of the stimulus derived from being associated with their schoolmates, and shortens the time which can be given both to the recitation and the explanation or elucidation of the lesson.

6. In every well sustained and thoroughly instructed High School or Academy, the rates of tuition must be such as to prevent the great majority of those who attend from continuing at school sufficiently long to secure any thing like a thorough education.

These are a few of the evils incident to this class of schools, without naming the difficulties arising from the diversity of school books, the changes in the mode of instruction and discipline, or the idea so commonly acquired by those who attend them for a single quarter only, that they can not, afterwards, be profited by the instruction in any common or district school, however competent the instructor may be. Of the extent to which these disadvantages may be obviated, it is our intention to speak hereafter.

In regard to the practical working of Union Schools, as facts are far better than mere theories, the attention of all interested in this subject is invited to the description of the Union School in Lyons, Wayne county, New York, to be found on another page of this number.

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"Are you going to educate your children?" it was asked of an old German farmer in Pennsylvania.

"No—my eldest son learned to write, and he forged my name."

The reasoning of the farmer was just, if learning to write be the whole of education.

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TEACHING.

To teach is to impart instruction or information to others. Those who are to be profited by oral instruction must, of course, be present to the Teacher, not in body merely, but in mind, that is, they must give him their attention; the will must be in a proper frame, they must be willing to listen, willing to learn, willing to be instructed, must believe that they can learn, that they can be instructed, that the Teacher is competent to instruct them; not only this, they must have a desire to learn, not at some future time, but now; a desire to be instructed on the particular subject which is under consideration. But that this state of things may exist, the atmosphere of the room must be healthy and of a proper temperature, the body must be in a comfortable position, the mind must be unoccupied with other subjects and must be in that *impressible* state which can only be produced by arousing to action that desire for knowledge which in the form of curiosity always exists in the youthful mind.

These preliminary remarks will show the propriety of many of the following principles or maxims which are commended to the attention of Teachers.

1. It is useless to communicate information or give instruction to scholars unless you can secure their attention.

2. It is equally useless to attempt to instruct those who are not anxious to learn, and, to learn that which you are attempting to teach.

3. The instruction given must always be nearly on a level with the capacities of those for whom it is intended, must have reference to their previous attainments and be adapted to their present stage of mental development; hence it would be useless to attempt to explain to young children Kepler's laws or the calculation of eclipses.

4. The amount of information communicated at any time must be proportioned to the capacity of the scholars.

5. The time occupied by any lesson or exercise must vary with their age and advancement; the attention of young children should seldom be confined to an exercise more than eight or ten minutes.

6. The Teacher should always endeavor to call out all the knowledge possessed by the class on any subject before presenting any thing new.

7. He should never do any thing *for* a scholar which the pupil can be led or aided to do for himself.

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EDUCATIONAL PAPERS.—Among the Rules for the Tenth Ward Public Schools of Allegheny, Pa., is the following: "It shall be the duty of each Teacher to take at least one periodical devoted to education."

Several months since, the School Examiners of Ashland county in this State, Messrs. McCormack, Andrews and Donaldson, announced to Teachers that they would grant certificates without the usual fee of fifty cents, to those applicants who were subscribers to an educational paper whose subscription price was fifty cents or more.

These are cheering indications of the existence of a correct public sentiment on this subject.



## THE MOTIVES TO BE ADDRESSED IN THE INSTRUCTION OF CHILDREN.

We copy the following from the first volume of the Common School Journal.

"The motives which, twenty years ago, were almost universally addressed for the management and instruction of children, and which, I fear, are still addressed in many schools and even families, are, principally, the three following : Fear of pain ; fear of shame ; and emulation.

And the motives which I consider high and noble, and which I believe may be effectually appealed to in the discipline of a school, as incitements to exertion, and as powerful auxiliaries in the formation of character, are, 1. Love of approbation ; 2. Love of knowledge ; 3. Love of truth ; 4. Love of advancement ; 5. The pleasure of exercising the generous affections ; 6. The desire of preparation for the duties of life ; 7. The desire of self approbation ; 8. Desire of the favor of God."

Did our space permit, we should like to present to our readers all the remarks of the writer, (who is a teacher of long experience,) on the twelve topics named above ; the following, on the subject of Emulation, are too good to be withheld.

"I can not retrace all the steps by which I was brought to the conviction, that emulation can scarcely be appealed to without danger ; that the good it does is transient ; and that the habits of study which it forms, must, in a healthy, moral being, have some additional foundation to be permanent.

Throughout the world, and at all times in its history, I believe that the highest men have been above the influence of this motive ; and that the noblest deeds and the greatest works, those that have advanced men in civilization and truth, have been produced under the influence of entirely different and higher motives.

Of whom was Galileo *emulous*, when, having gone beyond what was already known, he stretched out, by the help of experiment and geometry, into the vast unexplored ocean of mechanical and astronomical truth ? Of whom was Kepler *emulous*, when, from the collected observations of many years, he deduced those famous laws which he did not expect the minds of his own age ever to comprehend, but which were to serve as a foundation for the system of the universe ? What *rivalry* stimulated Newton, when, in the seclusion of his own study, he established those immortal principles of philosophy, which his friends could with difficulty persuade him to give to the world ? What *emulation* taught Archimedes mechanics, or Pascal geometry, or Shakspeare poetry ? What *rivalry* set George Fox or John Wesley to preach ? or launched the Santa Maria or the May Flower upon the waves of the Atlantic ?

Emulation may have formed such men as Cæsar and Napoleon ; how little could it have done to form Fabius or Washington ?

I do not mean to say that we should entirely exclude the action

of emulation. Indeed I admit that this would be almost impossible. Children can hardly be assembled, for any purpose, without its showing itself. It will, in most cases, act with too much force, even without any thing being done to foster it. I mean to insist that it is already a sufficiently powerful element in the character of almost every child; and that the excessive prominence which is given it, by its being constantly addressed, destroys the balance of the powers, and sacrifices the moral being to the intellectual, often to the most ephemeral and valueless fruits of the intellectual. G. B. E.

### LYONS UNION SCHOOL.

"This School is situated in the village of Lyons, Wayne County, N. Y. It is denominated a Union School from the consolidation of the two School Districts into which the village was previously divided.

Before the adoption of the present system, the only permanent means of instruction which the village of Lyons afforded, were two Common District Schools. The establishment of an Academy had been attempted without success. Numerous Select Schools had been opened and discontinued, subject to all the vicissitudes common to such Schools. Many sent their children abroad to avail themselves of the facilities of instruction which they could not find at home.

The conviction finally became general, that something ought to be done to elevate the condition of the Schools, and to furnish more ample means of education. The Union plan was brought to the notice of the people, and freely discussed in numerous and well attended public meetings. As the result of these deliberations, it was decided to unite the two Districts, combine the avails of the State funds with those arising from the taxes and contributions of the citizens, and concentrate the efforts of all in the establishment and support of one school, and to make that an institution worthy the patronage of all the families in the village—embracing in its design all that is contemplated in the common Schools and best Academies in the State.

As might be expected in an untried enterprise of this nature, the plan met with some conscientious opposers. But the working of the system thus far, has exceeded the hopes of its most sanguine friends. To carry out this noble design, the citizens of Lyons have labored and contributed of their means with a unanimity and zeal not commonly exhibited under similar circumstances—with a steadfastness and liberality which may safely be regarded as a guarantee of their permanent success.

The two Districts were consolidated in October, 1843. A central site was selected, and a spacious brick edifice, measuring 56 by 66 feet on the ground, was so far completed as to admit of opening a school in it, May 4, 1845.

The population of the village at this time, was not far from 1800, and the number of children over five and under sixteen years of

age, in the new district, which embraces a very little more territory than the village corporation, was 353.

During the three years in which the school has been in operation, the number of inhabitants has increased to upwards of 2,000 and the number of children between the ages of five and sixteen was, in January last, 508. The School, as will be seen by reference to the list of Foreign Scholars, has received a liberal patronage from abroad.

The building was at length found inadequate in size to accommodate the large number of pupils that applied for admission. At a meeting of the taxable inhabitants duly called in Nov. 1847, it was very unanimously voted to raise the sum of 5,000 dollars, to purchase an additional lot, and to enlarge the house to nearly double its original dimensions.

According to contract the enlargement and necessary alterations are to be completed in August next, in season for the commencement of the Fall Term. The entire building will then present an imposing structure, 66 by 103 feet on the ground with two stories, each 14 feet between floors, and a basement 9 feet high.

The Institution has a well selected Library, and is amply supplied with Blackboards, Maps, Charts, and Globes, and through the efforts of the young ladies and gentlemen of the School, and the co-operation and liberality of the citizens, a very complete Chemical and Philosophical Apparatus has just been purchased.

The whole expense to the District for the house when completed, the lot, furniture, blinds, well, bell, fences, furnace, library, and Apparatus, will not vary much from 13,000 dollars."

The foregoing history of this school, which is one of the largest and most successful of the kind, is copied from the annual Circular for the year ending in April, 1848. The Trustees are Messrs. E. Johnson, D. C. Parshall, and J. C. Smith, from whom, or from the principal Prof. N. Brittan, any further information might, doubtless, be obtained. The Instructors employed, beside the Principal, are, a Teacher of Penmanship, Drawing and Book keeping; of French, Instrumental Music and Belles Lettres; of Mathematics, and of Vocal music; beside a male and female Teacher in each of the grades except the fourth, or Primary Department.

The course of study is as extensive as that prescribed in the best Academies and Female Seminaries and in some departments nearly as much so as the ordinary College course; and the opportunity to pursue this course is afforded to all the youth of the village, at an expense of only about \$6,00 per year, for tuition. Scholars from abroad, to the number of one hundred and thirty-three, were instructed during the past year, at a charge of \$15,00 per year for tuition.

For several reasons it was decided to issue this number before the annual meeting of the State Teacher's Association.

TEACHERS' INSTITUTES.—We have received partial reports from several of the Institutes attended during the last autumn, but not enough to enable us to make out our Tabular Report.

**PUBLIC SCHOOLS OF PHILADELPHIA.**—The thirtieth annual Report of the Controllers of the Public Schools of the city and county of Philadelphia, a document of 130 pages, has just come to hand, from which it appears that the whole number of schools under their charge is 236; the number of Teachers, 631, of whom 80 are males, and 551 females; the whole number of scholars, registered during the year, 40,291; the average attendance during the last quarter of the year 34,567, or 55 to each Teacher. The total expenditure for the schools, during the year ending in June last, was \$285 331,60, of which \$161,485.32 was paid for salaries. The cost of educating each pupil, including tuition, books and stationery, was \$6.49, and including the interest on \$750,343 invested in real estate for the schools, \$7.15 per scholar.

The Report is a most valuable document containing the tenth annual report of the Principal of the Central High School, and the first semi-annual report of the Normal School for females established during the present year.

**MATERNAL INFLUENCE.**—John Q. Adams' mother was a pious woman. To her influence may be attributed his uniform respect to religion. In 1778, while he was in Europe, she urges upon him the importance of virtue and integrity, and to remember his responsibility to God, concluding the letter thus: "Dear as you are to me, I would much rather that you would find a grave in the ocean which you have crossed, than to see you an immoral, graceless child."

#### OHIO STATE TEACHERS' ASSOCIATION.

THE first annual meeting of the OHIO STATE TEACHERS' ASSOCIATION, will be held in Columbus, on Wednesday the 28th, and Thursday the 29th of December next.

The first address will be given at 10 o'clock, on the first day of the session, by Hon. Samuel Galloway, President of the association.

Hon. R. P. Spaulding, and other gentlemen, will address the association during the session.

Reports on various subjects will be presented to the association.

The following subjects will be discussed during the session.

1. Is it for the interests of Common Schools that provision should be made by the State for the education of teachers?

2. Would the interests of Common Schools be promoted in the State, by the appointment of State and County Superintendents of Schools?

3. What plan of organization is best suited to the wants of the incorporated towns and cities of this State?

County Teachers' Associations are requested to send delegates to the meeting. Teachers and friends of education in Ohio, are invited to attend and participate in the discussion of the questions above named.

M. F. COWDERY,

*Chairman Exec. Com. O. S. T. Association.*

Akron, Summit co., O., October 25, 1848.

## YOUTH'S DEPARTMENT.

### The Winter School.

It is probable that during the present month more than 300,000 children and youth will be attending the Common and other Schools of the State. The editor of this paper having been a scholar in school himself, and having for more than fifteen years past been a teacher of youth, is anxious to benefit these hundreds and thousands of children, who are now scholars, who are now enjoying the best opportunity they can ever have to learn, to acquire useful knowledge, to improve their minds, and thus to prepare themselves to be useful and respectable while they live, and to be happy in this life and in the life to come.

He now asks the attention of every youthful reader, attending school, to the following rules, which he earnestly hopes all will learn and try to obey:

1. Attend school every day.
2. Be sure to be there in season.
3. Strive to learn something every day.
4. Be obedient and respectful to the teacher.
5. Be kind and obliging to all your school-mates.
6. Be respectful and polite to all you meet in the street.

Now, if every scholar would obey all these rules, would not school be a pleasant place? Would not the teacher love his scholars? Would he not delight to teach them? Would there be any need of punishing them, of scolding at them, or even of watching them?

True, scholars who mean to do right, may sometimes forget, but they will generally form such a habit in a short time that they will nearly always do right, before they think of it, and then there is little danger of their doing wrong.

Who then will adopt these rules and try to obey them? I can imagine I see every hand in the school room raised. Who wishes to disobey them? I seem to hear every voice say, "Not I."

### Reading.

Nearly all those who are old enough will read in school every day this winter. Now, all are aware that this is one of the most important branches to which they can attend, for, unless they are good readers, they can learn but very little in any other study. A great portion of the time in every school is usually spent in reading, and yet it is too generally true that there are few good readers in any of our schools.

Now if all would attend to the following simple rules, we think that they would hardly fail to improve by this exercise, though it must ever be remembered, that to become a *good reader*, requires long practice and great care:

1. Every scholar should *study* his reading lesson as much as any other.
2. Try to understand all the words in it and the meaning of the whole lesson.
3. In reading aloud, always speak clearly and distinctly.
4. Read loud enough to be heard in every part of the room.
5. Do not read too rapidly.
6. Pay proper attention to the pauses.
7. While the teacher, or others in the class, are reading, pay the strictest attention; you can often learn quite as much by hearing another read as by reading yourself.

"The foolish and wicked practice of profane swearing and cursing is so mean and low, that every person of sense and character detests and despises it."—*Geo. Washington*.

**Questions.**

Ohio is often called the third State in the Union. In what respects is it so?

When and where was Ohio settled?

When did it become a State?

What was, at first, the seat of government?

When did Columbus become the Capital?

How many Governors has Ohio had?

How many States were there in the Union before Ohio was admitted?

Does any one of our readers know how many books there are in the Bible? How many in the Old, and how many in the New Testament?

How long a time passed between the completion of the Old Testament and the commencement of the New?

In what chapter of the Bible have we an account of the formation of a Temperance Society?

A boy being asked how many chestnuts he had in his basket replied, that when he counted them by twos, by threes, by fours, or by sixes, he always had one left, but when he counted them by sevens, they came out even. How many had he? Who will answer?

What relation should the sides of a right angled triangle sustain to each other that the number representing the hypotenuse may be an integer?

**TRUE NATURE OF ORNAMENTS.**

"A mandarin of China parading the streets bedecked with his costly jewels, was accosted by a beggar who humbly thanked him for the favors he had bestowed upon him. "How?" said the mandarin, "I have given you nothing." "Sir," answered the beggar, "you have given me the privilege of looking at those beautiful jewels of yours, (which is the only pleasure you can yourself derive from them,) without imposing upon me the trouble of wearing them."

**What Cannot Industry Do!**

More than a hundred years ago, a man lived in Scotland, whose name was Edmund Stone. His father was poor, and worked in the garden of a rich man.— This man, one day, found a learned book in Latin on the grass, and inquired to whom it belonged. He was told that it was young Edmund's. He was much astonished to find that the son of the gardener could read Latin, and understand such a book. He said to him, "How came you to know all these things?"

"A servant," replied the young man, (who was then eighteen years old,) "taught me to read ten years ago. Does one need to know any more than the twenty-six letters, to learn everything else that he wishes?"

The rich man was still more surprised as he received from Edmund this further account.

"I first learned to read," said he, "when the masons were at work on your house. Standing by them, one day, I observed that the builder used a compass, and that he made figures on a slate. I asked what was the use of doing so, and was told that by learning arithmetic, which enabled him to do this, I could do the same. So I bought a book and learned arithmetic. I was told there was another science, called geometry; and getting the proper books, I learned that too. By reading, I found there were good books in Latin which taught arithmetic and geometry. So I bought a dictionary, and learned Latin. I understood, still further, that there were good books of the same kind in French. I bought a dictionary, and learned French. This, Sir, is what I have done. It seems to me, that we can learn everything, when we know the twenty-six letters of the alphabet."

Edmund, afterwards, became a very learned man and a distinguished writer of books;—showing what a resolute and persevering boy can accomplish. How many boys might do the same.

**SCHOLARS**, if there is a boy in the school who has a club foot, don't let him know that you ever saw it. If there is a poor boy with ragged clothes, don't talk about rags when he is in hearing. If there is a lame boy, assign him some part of the game which does not require running. If there is a hungry one, give him a part of your dinner. If there is a dull one, help him get his lesson. If there is a bright one, be not envious of him; for if one boy is proud of his talents, and another is envious of them, there are two great wrongs, and no more talents than before. If a larger or stronger boy has injured you, and is sorry for it, forgive him, and request the teacher not to punish him. All the school will show by their countenances how much better it is to have a great soul than a great fist!—*H. Mann.*

**ORIGIN OF WARS.**—The history of every war is very like a scene I once saw in Nithsdale. Two boys from different schools met on one fine day upon the ice. They eyed each other with rather jealous and indignant looks, and with defiance on each brow. "What are ye glowrin' at, Billy?" "What's that to you? I'll look where I have a mind, an' hinder me if you daur." A hearty blow was the return to this, and then such a battle began. It being Saturday, all the boys of both schools were on the ice; and the fight instantly became general and desperate. I asked one of the party what they were pelting the others for? What they had done to them? "O, naething at a'man; we just want to gie them a good thrashin'." After fighting till they were quite exhausted, one of the principal heroes stepped forth between, covered with blood, and also clothes in tatters, and addressed the belligerent parties thus:—"Weel, I'll tell you what we'll do wi' ye, if ye'll let us alane, we'll let ye alane."—There was no more of it; the war was at an end, and the boys scattered away to their play. I thought at the time, and have often thought since, that that trivial affray was the best epitome of war in general

that I have ever seen. Kings and Ministers of State, are just a set of grown up children, exactly like the children I speak of, with only this material difference, that instead of fighting out the needless quarrels that they have raised, they sit in safety and look on, send out their innocent, servile subjects to battle, and then, after a waste of blood and treasure, are glad to make the boys' conditions—"if ye'll let us alane, we'll let you alane."—*The Elrick Shepherd's Lay Sermons.*

#### **The Dandy and his Turkey.**

Chief Justice Marshall was in the habit of going to market himself, and currying home his purchases. Frequently he would be seen at sunrise, with poultry in one hand and vegetables in the other. On one of these occasions a fashionable young man from the North, who had removed to Richmond, was swearing violently because he could find no one to carry home his turkey. Marshall stepped up and asked him where he lived, and said, on being told,

"That is on my way, and I will take it for you."

When he came to the house, the young man inquired:

"What shall I pay you?"

"O, nothing," said the Chief Justice, "it was on my way, and no trouble."

"Who was that polite old man that brought home my turkey?" inquired the young man of a bystander.

"That," replied he, "is John Marshall, Chief Justice of the U. States."

"Why did he bring home my turkey?" asked he.

"To give you a severe reprimand, and teach you to attend to your own business," was the reply.

True, genuine greatness never feels above doing anything that is useful; but, especially, the true great man will never feel above helping himself.

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**THE OHIO SCHOOL JOURNAL—Vol. III.**

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# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. III.] COLUMBUS, DECEMBER, 1848. [No. 12.

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## RETROSPECT AND PROSPECT.

The close of another volume furnishes a favorable opportunity to look back over the incidents which have occurred since the publication of the Journal commenced. When the first number was issued, in July 1846, there had been, in Ohio, no paper of the kind, for some six years, and only four periodicals devoted to education existed in the Union. Since that time, five such papers have been established in New England, two in New York, three in Ohio, one in Illinois and one in Tennessee, beside some three or four others which have been commenced and since discontinued. Previous to the time above named, only four Teachers Institutes had been attended in the State; the first series of articles which appeared in the west, on the origin and history of these schools and the mode of conducting them, was published in the Journal and circulated somewhat widely among Teachers and others. During the year 1846, nine Institutes were assembled in the State, which were attended by more than one thousand Teachers; in 1847, thirteen were held, at which more than thirteen hundred Teachers received instruction; and during the last year, a still larger number of Institutes have been convened and a proportionally larger number of Teachers have been benefited by them.

But time would fail us to speak at length of the laws enacted for the improvement of schools in Cities and Towns, for the appointment of County Superintendents and the endowment of Teachers' Institutes, of Teachers' associations and county educational societies formed, of the Normal classes and all the other plans which have been adopted for the improvement of Teachers and schools both in town and country.

While therefore, it is impossible to deny that much has been done within the last three years, for the promotion of education in Ohio, as they look at the condition in which the common schools still are, in the greater portion of the State, all must feel that much, very much, yet remains to be done; and feeling that the Journal has done something toward effecting the great objects for which it was commenced, we have no disposition to withdraw from the field while work remains to be performed.

It has frequently been suggested, by Teachers and others, that a paper which should contain matter suitable for the reading of the scholars attending school and for children at the fire side; which might give them instruction in regard to their studies at school, their habits, manners and conduct, at home and abroad, at school and on the play ground, would meet a ready reception among the 300,000 families to which the 700,000 children and youth entitled to the benefits of our common schools, belong.

In accordance with this suggestion we have concluded to add to the Journal, as heretofore conducted, a department for children and youth, and in this number present a specimen of the style and contents which may be expected in that department. The Editor expects the assistance of some experienced writers in this department, and having back volumes of several of the best juvenile papers in the Union hopes to make the Journal worthy of the patronage of every family in the State, while the TERMS on which it is afforded bring it within the reach of all.

### UNION SCHOOLS.

In an article on the fiftieth page of the present volume, a brief description of this class of schools was given, together with the mode of organizing them, and an enumeration of some of the advantages to be derived from their introduction, wherever circumstances are favorable, and there is sufficient intelligence and public spirit in the community to warrant the adoption of the plan.

In discussing this subject further, it will not be necessary to portray the defects of the present system, (adopted so generally in our state,) of dividing every township into small districts, containing a limited number of scholars, and in which all the scholars, from four to twenty-one years, and all the branches, from the alphabet to the higher mathematics, must, if at all, be taught by a single teacher. This plan is acknowledged, by all the intelligent and observing, to be defective, and to have failed entirely of giving to those who attend these schools, even the rudiments of a thorough education.

But there are those, in almost every community, who suppose that the only remedy for this defect, or the only means of giving to their children a thorough education, is to sustain select or high schools and academies. We propose, in this article, to point out some of the disadvantages attendant upon this class of schools, as they have been conducted in years past, and are likely to be, for years to come.

1. The buildings and rooms occupied by them, are often unsuitable for the purpose, and greatly inferior to those which can easily be furnished for a Union School, or for a system of graded Public Schools.

2. The teachers, who establish, or rather commence many of the select or high schools, so called, are often utterly incapable to manage or instruct them, being, not unfrequently, persons who

cannot secure employment in the common schools, for lack of the necessary qualifications; and the irresponsible character of this class of schools and the transient character of the teachers, precludes the adoption of the necessary means for ascertaining the competency of the individual who proposes to teach, before he commences his school.

3. These schools are not permanent, hence, no regular course of study can be prescribed, and no systematic course of instruction can be carried out.

4. In most cases, in order to make up a school of sufficient numbers, pupils must be received without any reference to their previous attainments, they must be allowed to pursue such studies as their own caprice, or that of their parents, may dictate; hence it is not uncommon to find scholars studying Natural Philosophy or Astronomy, who do not know the multiplication table; or studying Botany, Geology or Rhetoric, without being able to spell the most common words, to parse a single sentence correctly, or even to define and distinguish the parts of speech.

5. Scholars are not unfrequently encouraged to be irregular in their attendance by being required to pay only for the time they attend school, this together with the fact last named above prevents to a great extent, the formation of classes, and precludes entirely the possibility of instructing the scholars in regular classes, thus depriving them of the stimulus derived from being associated with their schoolmates, and shortens the time which can be given both to the recitation and the explanation or elucidation of the lesson.

6. In every well sustained and thoroughly instructed High school or Academy, the rates of tuition must be such as to prevent the great majority of those who attend from continuing at school sufficiently long to secure any thing like a thorough education.

These are a few of the evils incident to this class of schools, without naming the difficulties arising from the diversity of school books, the changes in the mode of instruction and discipline, or the idea so commonly acquired by those who attend them for a single quarter only, that they can not, afterwards, be profited by the instruction in any common or district school, however competent the instructor may be. Of the extent to which these disadvantages may be obviated, it is our intention to speak hereafter.

In regard to the practical working of Union Schools, as facts are far better than mere theories, the attention of all interested in this subject is invited to the description of the Union School in Lyons, Wayne county, New York, to be found on another page of this number.

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"Are you going to educate your children?" it was asked of an old German farmer in Pennsylvania.

"No—my eldest son learned to write, and he forged my name."

The reasoning of the farmer was just, if learning to write be the whole of education.

### TO OUR PATRONS AND FRIENDS.

To those who have aided in sustaining the Journal thus far, we are under many obligations; its subscription list has been, steadily, though slowly, increasing, and we would earnestly solicit from all its friends a continuance of their favors.

To Editors who have noticed the Journal and commended it to their readers and especially to those who have favored us with their papers are our thanks due; they can render essential service by continuing to present the claims of education.

To Teachers, we are particularly indebted for numerous services; to them we would say, that it is hoped that the Journal will, in future, be still more serviceable to them and contribute more than heretofore to lighten their labors and promote the improvement of their pupils.

To our young readers we would say, we shall look to you and to your influence for a large increase of the number of subscribers. There is hardly a scholar in any of the schools in Ohio, and certainly not a family, who might not, with a little effort, secure the reading of this paper for the coming year. Who will try? We hope to hear from every township and every school district in the state.

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THE  
OHIO SCHOOL JOURNAL,

EDITED BY

ASA D. LORD, M. D.,  
SUPERINTENDENT OF THE PUBLIC SCHOOLS OF COLUMBUS.

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VOLUME IV.  
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COLUMBUS:  
1850.



**THE**

**OHIO SCHOOL JOURNAL,**

**EDITED BY**

**ASA D. LORD, M. D**

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**VOLUME IV.**

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**COLUMBUS:**  
**PRINTED BY S. MEDARY**  
**1849.**

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**ENTERED, according to act of Congress, in the year 1847,**

**BY ASA D. LORD,**

**In the Clerk's Office of the District Court of the District of Ohio.**

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# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. IV.] COLUMBUS, JANUARY, 1849. [No. 1.

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## TO THE PATRONS AND FRIENDS OF THE JOURNAL.

To our former patrons and friends we would, with the commencement of a new volume, tender our grateful acknowledgments for their patronage, and express the hope that our little sheet may continue its monthly visits to their tables, and that they will induce as many of their friends and acquaintances to subscribe for it as possible.

To those who have read the preceding volumes of the Journal, it is unnecessary for us to state the objects for which it was established or to allude to the manner in which it has labored to accomplish these objects. To those who may not have seen its pages before, it may not be inappropriate to name these objects as stated in the first number, which was published in 1846. "First, to awaken the whole community to a lively sense of the importance of education to a free people, and of common schools as the means by which the great mass of our youth must be educated. Second, to arouse school officers to a sense of the responsibility of their stations, and to assist them in performing their duty to the schools, the community, and the State. Third, to aid teachers, in the important work of self-culture, in preparing themselves for the duties of the school room, and, in becoming efficient laborers in promoting general education." To these may now be added a fourth object, namely, to promote the mental improvement of the youth of the State, and especially to impress those attending school with correct ideas of the importance of improving their present opportunities.

It is still our intention that the Journal shall contain a faithful record of the progress of education in the State, that the selections shall be of the choicest kind, and the entire contents of the work adapted, as far as practicable, to the wants of the different classes of persons for whom it is intended.

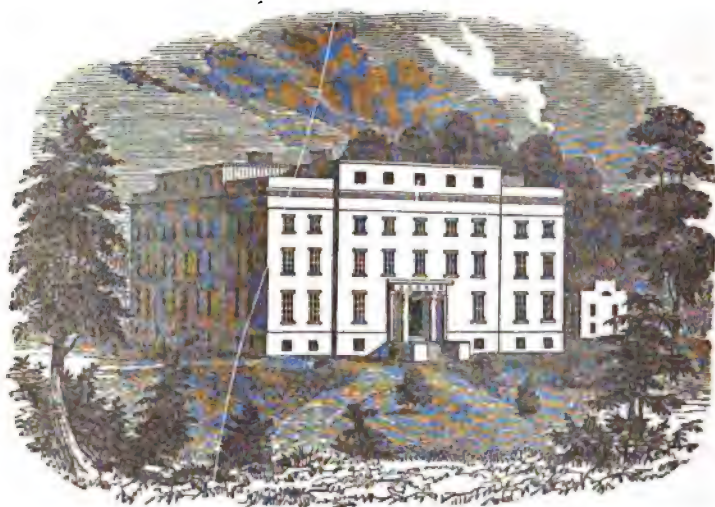
Communications from experienced teachers, and active friends of education are respectfully solicited.

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## TARDINESS AND IRREGULAR ATTENDANCE OF SCHOLARS.

There are few things which interfere with the improvement and advancement of a school, or which annoy a teacher and thwart him in the execution of his plans, more than the tardiness and irregular attendance of the scholars. It is true that in country districts, during

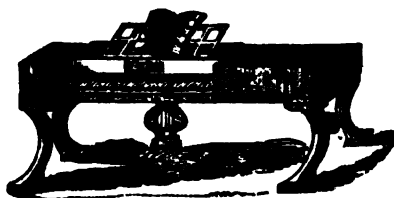
## OHIO INSTITUTION FOR THE BLIND.



All our young readers are probably aware that in Columbus, the Capital of this State, there are several large buildings which are not owned by any single person, but belong to the State. One of these buildings is the State House, in which the Legislature meets, another the United States Court House, and another contains the office of the Governor, and of the Secretary, Treasurer, and Auditor of State, beside a large room in which the State Library is kept, which contains more than 10,000 volumes. Beside these buildings, there are four others, in regard to each of which we wish to give some information. Two of these are School Houses, in which are a large number of scholars unlike almost any other scholars commonly seen at school; another is a home for the Insane, and the fourth is surrounded by high walls and always guarded by sentinels armed with guns to prevent those who are confined in it from escaping.

The engraving above represents the building occupied by the school for the Blind. It is nearly ninety feet square and contains fifty rooms. The scholars learn to read from letters raised on the surface of the page, so that they can feel the shape with their fingers as plainly as we can see them in a common book with our eyes; they learn to write by using frames which guide the hand; their Teachers instruct them by reading to them from books, or lecturing to them; and the scholars learn to do many kinds of work, and make many curious and useful articles, such as brushes, mats and baskets. Beside this they learn to sing, and to play the piano, the organ, and many other instruments.

These are now about sixty pupils in this school. Some may think that so many blind persons together would only render each other unhappy, but it is not so, indeed there is hardly a school in the State where the scholars play more briskly, at the proper time, and seem to enjoy themselves better than those scholars do, and if you could hear their choir song, and their fine band play, you would think that they might well be happy.



We hope many of our readers can sing, and trust that they will all learn to sing. It has for some years been thought by those best qualified to judge on this subject, that all who can learn to talk, can, by taking proper pains, learn to sing. Every child has, near his throat, an instrument more curious and more perfect than the piano, the harp or the organ; this instrument you use in talking, in reading, and all can learn to use the same, if they begin young enough, in singing. The following beautiful lines all can commit to memory and repeat, if they can not sing them:

Never look sad; there is nothing so bad,  
 As getting familiar with sorrow;  
 Treat him to day in a cavalier way,  
 He'll seek other quarter to-morrow.  
 Do not then sigh, but e'er turn your eye,  
 At the bright side of every trial;  
 Fortune, you'll find, is often most kind,  
 When chilling your hopes with denial.  
 Let the sad day, then, carry away,  
 Its own little burden of sorrow,  
 Or you may miss full half of the bliss  
 Which comes in the lap of to-morrow.

#### NOTICES OF BOOKS, &c.

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To Editors who have noticed the Journal and commended it to their readers and especially to those who have favored us with their papers are our thanks due; they can render essential service by continuing to present the claims of education.

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EDITED BY

ASA D. LORD, M. D.,  
SUPERINTENDENT OF THE PUBLIC SCHOOLS OF COLUMBUS.

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VOLUME IV.  
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COLUMBUS:  
1850.





**THE**

**OHIO SCHOOL JOURNAL,**

**EDITED BY**

**ASA D. LORD, M. D**

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**VOLUME IV.**

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**COLUMBUS:**  
**PRINTED BY S. MEDARY**  
**1849.**

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**ENTERED, according to act of Congress, in the year 1847,**

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# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. IV.] COLUMBUS, JANUARY, 1849. [No. 1.

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## TO THE PATRONS AND FRIENDS OF THE JOURNAL.

To our former patrons and friends we would, with the commencement of a new volume, tender our grateful acknowledgments for their patronage, and express the hope that our little sheet may continue its monthly visits to their tables, and that they will induce as many of their friends and acquaintances to subscribe for it as possible.

To those who have read the preceding volumes of the Journal, it is unnecessary for us to state the objects for which it was established or to allude to the manner in which it has labored to accomplish these objects. To those who may not have seen its pages before, it may not be inappropriate to name these objects as stated in the first number, which was published in 1846. "First, to awaken the whole community to a lively sense of the importance of education to a free people, and of common schools as the means by which the great mass of our youth must be educated. Second, to arouse school officers to a sense of the responsibility of their stations, and to assist them in performing their duty to the schools, the community, and the State. Third, to aid teachers, in the important work of self-culture, in preparing themselves for the duties of the school room, and, in becoming efficient laborers in promoting general education." To these may now be added a fourth object, namely, to promote the mental improvement of the youth of the State, and especially to impress those attending school with correct ideas of the importance of improving their present opportunities.

It is still our intention that the Journal shall contain a faithful record of the progress of education in the State, that the selections shall be of the choicest kind, and the entire contents of the work adapted, as far as practicable, to the wants of the different classes of persons for whom it is intended.

Communications from experienced teachers, and active friends of education are respectfully solicited.

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## TARDINESS AND IRREGULAR ATTENDANCE OF SCHOLARS.

There are few things which interfere with the improvement and advancement of a school, or which annoy a teacher and thwart him in the execution of his plans, more than the tardiness and irregular attendance of the scholars. It is true that in country districts, during

the winter season, it is not always perfectly easy for scholars living, as many do, at some distance from school, to be always present at the hour for opening; and aside from those who may now and then be detained at home a day or two by temporary illness, there are some who must be kept from school by duties at home. But it becomes every parent to reflect seriously upon the importance of the punctual and regular attendance of scholars while they are connected with school, and no faithful teacher can be satisfied to allow any means in his power for the prevention of these evils to remain untried.

Among the means to be adopted by the teacher, may be named the following:

1. He should, as far as practicable, converse freely with the parents in regard to the whole subject, and endeavor to obtain their hearty co-operation with him in his efforts to secure punctuality and regularity of attendance.

2. He should urge the importance of the subject upon the scholars, and especially upon the older pupils, and enlist their influence on the side of regularity in attendance, as well as of good order and diligence in study.

3. He should set before them an example worthy of imitation—he should himself be at the school room, each morning, some time before the hour for opening, should see that the room is in good order, warm and comfortable, and be ready to meet his scholars with a pleasant countenance, and especially to greet every one who arrives in season with a word of approbation and encouragement.

4. He should endeavor to awaken in the minds of the scholars a deep interest in their several studies, a strong desire for mental improvement, and an abiding sense of the value of time, of present opportunities for study and instruction, and a sense of obligation to themselves, their teacher, their parents, and to society, for the proper improvement of their privileges, and the preparation of themselves for future usefulness.

5. He should aim, every day, to communicate some valuable information, to relate some interesting anecdote, or introduce some profitable exercise, which scholars who have any taste for improvement will be unwilling to lose.

It is true that the adoption of these means, or of the plans here suggested, will require effort, toil, and labor, on the part of the teacher; but, if the object be accomplished, it will not be labor lost.

In regard to the details of the means above named, much will depend on the intelligence, skill, and ingenuity of the teacher. To secure prompt attendance in the morning, one teacher, who found all his older scholars tardy, (for the reason, as they alleged, that they had so much to do at home,) and found it next to impossible to awaken any interest in the other studies, because so little time could be devoted to them—finding that all were ambitious to excel in spelling, an exercise which had thus far been attended last in the afternoon, proposed, at the close of the first week, after alluding to the convenience of carrying home the spelling book and studying that lesson in the

evening, that thenceforth the first class (including all the older scholars,) should spell at nine o'clock in the morning. On the following Monday every member of the class was present at the opening of the school. The difficulty was obviated, and from that time onward both teacher and scholars had a pleasant and profitable school.

Another teacher, to whom this anecdote had been related, allowed his scholars to "choose sides," and have a regular spelling school from nine to half past nine, A. M. Another succeeded in accomplishing the same object by bringing an exercise in mental arithmetic, or in "concert geography," first in the morning; another, by relating some interesting anecdote; another, by spending ten or fifteen minutes in singing; another, who could not sing, by playing a few tunes on his flute, at or before the opening of the school.

### PUBLIC SCHOOLS IN OHIO.

The Nineteenth Annual Report of the Trustees and Visitors of the Common Schools of Cincinnati presents, among other things, the following items of information:

The city is divided into twelve districts, in each of which is a school house, properly furnished, and capable of accommodating from 500 to 1000 pupils. The scholars in each district are divided into three departments or grades, and each of these grades into three sections, and pupils are promoted from one section or grade to another at stated times, after passing a satisfactory examination.

In addition to these departments, a central or high school was organized in the fall of 1847, in which the course of study includes the higher English branches, the ancient, and some of the modern languages, besides drawing and vocal music. To this school classes are admitted only once a year. The first class, which entered in Nov. 1847, numbered 97; the second class, admitted in July, 1848, contained 87; the number now connected with the school is 162.

The number of children and youth, between the ages of four and twenty-one years, enumerated in the city in October last, was 27,316. During the year, the Board have had in their employ 127 teachers; the number of scholars registered in all the schools is 12,000; the average number belonging to the schools during the year, 5,968; and the average daily attendance, 5,044, or about forty scholars to each teacher.

The sum of \$35,378 35 was expended for tuition, which is a fraction more than \$7 per scholar. The salary paid to the Principal of the Central School was \$1000; to the first male assistant, \$660; to the first female assistant \$360; to the different grades of male teachers in the common schools, \$600, \$400, and \$360; to females, \$336, \$240, \$216, and \$192.

Penmanship, Drawing, and Vocal Music, are taught in the highest department of the common schools, and in the central school, by teachers who pass from school to school for this especial purpose.

The following is an abstract of the Report of the Superintendent of the Public Schools of Columbus, for the quarter closing Dec. 22d, 1848 :

The number of teachers employed, including the Superintendent, was 19 ; the number of schools taught, 17, including the High School, three Grammar, six Secondary, five Primary, and two German Schools.

The whole number of scholars registered in all the schools was 1458 ; the number transferred from one school to another, 49 ; and the number of different scholars instructed, 1409. The average number connected with the schools during the quarter was 1007 ; the average daily attendance, 903 ; and the average attendance in each school, 53. The average attendance in the schools in the North District was 54½ ; in the Middle, 47 ; and in the South District, 55. The average in the High School was 55 ; in the Grammar Schools, 52 ; in the Secondary, 46 ; in the Primary, 59 ; and in the German Schools, 59½.

The sum paid for tuition and supervision was \$1,172 65 ; being an average of \$1.30 per scholar, and varying in the different schools as follows : In the High School, \$4.20 ; in the Grammar Schools, \$1.80 ; in the Secondary, \$1 ; in the German, 84 cts., and in the Primary Schools, 63 cents per scholar. The cost of supervision by the Superintendent is a small fraction over ten cents per quarter for each scholar.

The following is from the quarterly statement of Mr. Lorin Andrews, Principal of Massillon Union School :

F The first quarter of the above named institution closed Jan. 5th. The school was divided into three departments—High School, Secondary, and Primary—in each of which two teachers were employed.

The whole number of scholars registered during the quarter, was 481 ; of which 258 were males, and 223 females. In the High School, 60 were registered, in the Secondary, 190, and in the Primary department, 231. The average attendance was 347 ; in the High School, 46, in the Secondary, 137, and in the Primary, 164.

There were 103 visitors' names placed on the register during the last six weeks of the quarter.

The branches taught were, Alphabet, Orthography, Reading, Writing, Arithmetic, Grammar, Geography, Chemistry, Physiology, Algebra, Natural Philosophy, Astronomy, Composition, and Vocal Music.

## ANNUAL MEETING OF THE OHIO STATE TEACHERS' ASSOCIATION.

The first annual meeting of this association was attended in Columbus, on the 27th of December last. The meeting was called to order by the President, Hon. S. Galloway. After some miscellaneous remarks, Messrs. A. D. Lord, E. E. Barney, and M. F. Cowdery, were appointed a committee to nominate officers for the ensuing year. The association then took a recess.

At 2 o'clock, P. M., the Committee on Nominations reported the names of the following persons who were duly elected:

*President*—HON. SAMUEL GALLOWAY, of Franklin county.

*Vice Presidents.*

P. DAWLEY, of Stark.	L. TENNEY, of Washington.
A. A. SMITH, of Ashtabula.	J. B. HOWARD, of Muskingum.
ANDREW FREERE, of Cuyahoga.	Rev. J. BAILEY, of Licking.
R. R. SLOAN, of Knox.	P. S. SYMMES, of Hamilton.
C. F. MCWILLIAMS, of Clark.	Rev. J. HALL, of Huron.
Mr. SMITH, of Warren.	H. G. BLAKE, of Medina.
Mr. BLAKESLEE, of Williams.	A. GILBERT, of Columbiana.
B. ROUSE, of Lucas.	C. C. BRATTY, of Jefferson.
E. E. BARNEY, of Montgomery.	Mr. VAN HORN, of Miami.
WILLIAM FINLEY, of Ross.	

*Recording Secretary*—S. S. RICKLY, of Columbus.

*Corresponding Secretary*—W. P. KEER, of Granville, Licking county.

*Treasurer*—L. G. PARKER, of Urbana, Champaign county.

*Executive Committee.*

ASA D. LORD, of Columbus.

M. G. WILLIAMS, of Dayton.	J. W. ANDREWS, of Marietta.
Rufus Hubbard, of Cincinnati.	A. W. DENNIS, of Newark.
H. H. BARNEY, of Cincinnati.	John S. Whitwell, of Lancaster.

Mr. M. F. Cowdery presented a verbal report of the doings of the Executive Committee for the past year, and offered the following resolution, which was adopted:

*Resolved*, That no individual shall hold any office in this association, who is in any way employed by authors or publishers; and that any person who engages to promote their interests during his continuance in office shall forfeit the same.

The following resolution was offered by Rev. S. S. Rickly, and adopted:

*Resolved*, That a committee of three be appointed to prepare a report on the advantages to be derived from Union Schools, and on the best mode of organizing and conducting them, and cause the same to be published as extensively as possible.

Messrs. A. D. Lord, S. S. Rickly, and H. H. Barney, were appointed said committee.

The following questions announced for discussion and remark, were then discussed at some length:

Is it for the interest of common schools that provision should be made by the State for the education of teachers?

Would the interests of common schools be promoted by the appointment of State and County Superintendents of schools?

What plan of organization is best suited to the wants of the incorporated towns and cities of the State?

The Association adjourned to meet at the call of the Executive Committee.

S. S. RICKLEY, *Secretary*.

### MENTAL POWERS OF MAN.

Extract from a speech delivered in Congress, by Hon. H. MANN, late Secretary of the Board of Education in Massachusetts.

Now a man is weak in his muscles; he is strong only in his faculties. In physical strength how much superior is an ox or a horse to a man—in fleetness the dromedary or the eagle! It is through mental strength only that man becomes the superior and governor of all animals. But it was not the design of Providence that the work of the world should be performed by muscular strength. God has filled the earth and imbued the elements with energies of greater power than all the inhabitants of a thousand planets like ours. Whence come our necessities and our luxuries!—those comforts and appliances that make the difference between the houseless, wandering tribes of Indians in the Far West, and a New England village? They do not come wholly or principally from the original, unassisted strength of the human arm, but from the employment through intelligence and skill, of those great natural forces with which the bountiful Creator has filled every part of the material Universe. Caloric, gravitation, expansibility, compressibility, electricity, chemical affinities and repulsions, spontaneous velocities—these are the mighty agents which the intellect of man harnesses to the car of improvement. The application of water, wind and steam to the propulsion of machinery, and to the transportation of men and merchandise from place to place, has added ten thousand fold to the actual products of human industry. How small the wheel which the stoutest laborer can turn, and how soon will he be weary? Compare this with a wheel driving a thousand spindles or looms, which a stream of water can turn and never tire.

A locomotive will take five hundred men and bear them on their journey hundreds of miles a day. Look at these same five hundred men, starting from the same point, and attempting the same distance, with all the pedestrian's or equestrian's toil and tardiness. The cotton mills of Massachusetts will turn out more cloth in one day than could have been manufactured by all the inhabitants of the Eastern Continent during the tenth century. On an element which in ancient times was supposed to be exclusively within the control of the gods, and where it was deemed impious for human power to intrude, even there the gigantic forces of nature, which human science and skill have enlisted in their service, confront and overcome the raging of the elements—breasting tempests and tides, escaping reefs and lee-shores, and careering, triumphing around the globe. The velocity of winds, the weight of waters, and the rage of steam, are powers, each one of which is infinitely stronger than all the strength of all the nations and races of mankind, were it all gathered into a single arm. And all these energies are given us on one condition—the condition of intelligence—that is of education. Had God intended that the work of the world should be done by human bones and sinews, He would have given us an arm as solid and as strong as the shaft of a steam engine, and enabled us to stand, day and night, and turn the crank of a steamship while sailing to Liverpool and Calcutta. Had God designed the human muscles to do the work of the world, then, instead of the ingredients of gun-powder or gun-cotton, and the expansive force of heat, He would have given us hands which could take a granite quarry and break its solid acres into suitable symmetrical blocks, as easily as we now open an orange. Had he intended



us for bearing burdens, He would have given us Atlantean shoulders, by which we would carry the vast freights of rail-car and steamship as easy as a porter carries his pack. He would have given us lungs by which we could blow fleets before us and wings to sweep over ocean wastes. But instead of iron arms and Atlantean shoulders, and the lungs of Boreas, He has given us a mind, a soul, a capacity of knowledge, and thus appropriating all these energies of nature to our own use. Instead of a telescopic and microscopic eye, He has given us power to invent the telescope and microscope. Instead of ten thousand fingers, He has given us genius inventive of the power-loom and the printing press. Without a cultivated intellect, man is among the weakest of all the dynamic forces of nature; with a cultivated intellect, he commands them all.

A thousand slaves may stand by a river, and to them it is only an object of fear or superstition. An intelligent man surpasses the ancient idea of a river-god; he stands by the Penobscot, the Kennebec, the Merrimac, or the Connecticut; he commands each to do more work than could be performed by a hundred thousand men—to saw timber, to make cloth, to grind corn—and they obey. Ignorant slaves stand upon a coal mine and to them it is only a worthless part of the inanimate earth. An intelligent man uses the same mine to print a million of books. Slaves will seek to obtain the same crop from the same field year after year, though the *pabulum* of that crop is exhausted; the intelligent man with his chemist's eye, sees not only the minutest atoms of the earth, but the imponderable gasses that penetrate it, and he is rewarded with a luxuriant harvest. Nor are these advantages confined to those departments of nature where her mightiest forces are brought into requisition. In accomplishing whatever requires delicacy and precision, nature is much more perfect than man, as she is more powerful in whatever requires strength. Whether in great or in small operations, all the improvement in the mechanical and useful arts comes as directly from intelligence as a bird comes out of a shell, or the beautiful colors of a flower out of the sunshine. The slave-worker is forever prying at the short end of Nature's lever, and using the back, instead of the edge of her finest instruments.

#### FULTON'S FIRST STEAMBOAT.

The following item of history is not often seen. We commend it to all who are laboring, unaided, unappreciated, for the good of mankind, and especially to the faithful Teacher, who, though conscious of having prepared himself thoroughly for the exalted employment of moulding the mind, is frequently uncheered by the sympathy of those most interested in the success of his labor.

"When," said Mr. Fulton, "I was building my first steamboat at New York, the project was viewed by the public either with indifference or contempt, as a visionary scheme. My friends indeed, were civil, but they were shy. They listened with patience to my explanations, but with a settled cast of incredulity on their countenances. I felt the full force of the lamentation of the poet:

"Truths would you teach, to save a sinking land,  
All fear, none aid you, and few understand."

As I had occasion to pass daily to and from the building yard, while my boat was in progress, I have often loitered, unknown, near the idle

groups of strangers, gathered in little circles, and heard various inquiries as to the object of this new vehicle. The language was uniformly that of scorn, or sneer, or ridicule. The loud laugh often rose at my expense; the dry jest; the wise calculation of the Fulton folly. Never did a single encouraging remark, a bright hope, or a warm wish, cross my path. Silence itself was but politeness, veiling its doubts, or hiding its reproaches. At length the day arrived when the experiment was to be put into operation. To meet it was a most trying and interesting occasion. I invited many friends to go on board to witness the first successful trip. Many of them did me the favor to attend, as a matter of personal respect; but it was manifest, that they did it with reluctance, fearing to be partners of my mortification, and not of my triumph. I was well aware, that in my case, there were many reasons to doubt of my own success. The machinery was new and ill made; many parts of it were constructed by mechanics unaccustomed to such work; and unexpected difficulties might reasonably be presumed to present themselves from other causes. The moment arrived in which the word was to be given for the vessel to move. My friends were in groups on the deck. There was anxiety mixed with fear, among them. They were silent and sad and weary. I read in their looks nothing but disaster, and almost repented of my efforts. The signal was given, the boat moved a small distance, and stopped, and became immovable. To the silence of the preceding moment now succeeded murmurs of discontent and agitations and whispers and shrugs. I could hear distinctly repeated, 'I told you it would be so—it is a foolish scheme—I wish we were well out of it.' I elevated myself upon a platform, and addressed the assembly. I stated that I knew not what was the matter; but if they would be quiet, and indulge me for half an hour, I would either go on, or abandon the voyage for that time. This short respite was conceded without objection. I went below, examined the machinery, and discovered that the cause was a slight disadjustment of some of the work. In a short period it was obviated. The boat was put again in motion. She continued to move on. All were still incredulous. None seemed willing to trust the evidence of their own senses. We left the fair city of New York; we passed through the romantic and ever-varying scenery of the high-lands; we descried the clustering houses of Albany; we reached the shores; and then, even then, when all seemed achieved, I was the victim of disappointment. Imagination superceded the influence of fact. It was then doubted if it could be done again; or, if done, it was doubted if it could be made of any great value."

Such was the history of the first experiment as it fell, not in the very language which I have used, but in its substance, from the lips of the inventor. He did not live indeed to enjoy the full glory of his invention. It is mournful to say, that attempts were made to rob him in the first place of the merits of his invention, and next of its fruits. He fell a victim to his efforts to sustain his title to both. When already his invention had covered the waters of the Hudson, he seemed little satisfied with the results, and looked forward to far more extensive operations. 'My ultimate triumph,' he used to say, 'will be on the Mississippi. I know, indeed, that even now it is deemed impossible by many, that the difficulties of its navigation can be overcome. But I am confident of success. I may not live to see it; but the Mississippi will yet be covered by steam-boats; and thus an entire change be wrought in the course of the internal navigation and commerce of our country.—*North American Review*.

## YOUTH'S DEPARTMENT.

GROWTH OF BODY AND  
MIND.

It is common for boys and girls to wish they were men and women. They are apt to think that when they grow up, they shall enjoy themselves much better, that they shall have a great many privileges which they do not now possess. Many children seem to suppose that all that is necessary to make them men and women, is that their bodies grow to adult size. But a little thought would convince them that their minds must grow, expand and improve. Without this, though they should become as large as giants, they would not be intelligent, prudent men and women; they would say and do as many foolish things, they would make as many mistakes as children, and would appear more awkward even than children do. There are some people in the world who are almost constantly saying and doing things for which they are afterwards sorry; who are, consequently, very often getting themselves and others into trouble, who never seem to know when they are well off. Now what is the matter with these persons? An excellent friend of ours, who has observed the conduct of people very carefully all his life, thinks the difficulty is that their *minds* have not grown as fast as their *bodies*, and since it is the *mind* that makes the *man*, they are no more men, though their bodies may be as large, than a boy would

be made a man by putting on a man's clothes.

Now, in order that your minds or bodies grow as they ought, they must be healthy, and that they may enjoy good health, they must have proper food to nourish them, for the mind needs food and nourishment as well as the body.

To promote the health and proper growth of the body, you must breathe pure air; you must never play in cellars or damp dark places, where the air is impure and unhealthy. You must not eat unripe fruit or unwholesome food, and must not eat food or fruit just before going to bed at night. You must go to sleep and rise early. You should wash, not only your hands and face, but your whole bodies, every day, in warm weather, and, at least, twice a week in winter. You should be brisk and active at play, and if you have work to do, do it as cheerfully and heartily as you would play. You should be careful not to expose yourselves to take cold by sitting on the ice or on the damp ground, or by taking off your clothes when you are heated by exercise or play. You should sit and stand erect, and not form the habit of stooping. You should use your lungs freely in singing or reading aloud, or in declaiming or reciting every day.

Some other rules for promoting health, and some for improving your minds, will be given at another time.

### A GREAT MISTAKE.

One of the greatest mistakes scholars ever make, is supposing that they can learn any thing some other time as well as now. Hence when a lesson is assigned them containing some important principle, they are too apt to think that there is no special necessity of mastering it *now*, it is in the book, and they can learn it whenever they please; or when the Teacher is attempting to illustrate some important truth, or to impress upon their minds some great fundamental law of science, many will sit in listless inattention, as though the Teacher would always be near them to explain the same thing, should they have occasion to use it.

We wish now, as a friend, to advise all who have this habit, to abandon it immediately, and those who have not, to guard against forming it, with the utmost care. Endeavor to fix in mind every important fact the first time you meet it, to master every great principle whenever you see or hear it stated, or find one of its applications.—Will not all our young readers listen to the following advice from Sir Walter Scott?

"If it should ever fall to the lot of youth to peruse these pages, let such a reader remember, that it is with the deepest regret that I recollect in my manhood the opportunities of learning which I neglected in my youth; that through every part of my literary career, I have felt pinched and hampered by my own ignorance; and that I would at this moment give half the repu-

tation I have had the good fortune to acquire, if by doing so I could rest the remaining part upon a sound foundation of learning and science."

### DISTINGUISHED MEN ALWAYS HARD WORKERS.

"When we read the lives of distinguished men in any department, we find them almost always celebrated for the amount of labor they could perform. Demosthenes, Julius Cæsar, Henry the Fourth of France, Lord Bacon, Sir Isaac Newton, Franklin, Washington, Napoleon,—different as they were in their intellectual and moral qualities,—were all renowned as hard workers. We read how many days they could support the fatigues of a march; how early they rose; how late they watched; how many hours they spent in the field, in the cabinet, in the court; how many secretaries they kept employed, in short, how hard they worked."

Let no youth flatter himself that he can succeed in any undertaking, or rise to eminence in any employment, without patient toil and persevering labor.

### CHILDREN'S PLAY.

I love to see children happy; and when they have been good and diligent, and returning home from school, meet their cousins and young friends, who can object to their playing together? I am sure I do not. Yet, as I have observed sometimes that even in play, children loose all their pleasure, I shall give them a few rules which they will do well to mind:

1. Try to please and be pleased.
2. Do not be offended at trifles.
3. Avoid all mischief.
4. Do not be selfish.
5. Never try to tease.
6. Be ready to leave your play

when called from it.

## ART OF WRITING.

Mr. Mariner, in his account of the Tonga Islands, has given us a most curious and interesting description of the surprise and perplexity with which the wonders of this invention were contemplated, for the first time, by some of the natives of the Tonga Islands. Mr. Mariner, shortly after the commencement of his captivity among these savages, had, in the hope of thereby obtaining his liberty, written a letter, with a solution of gunpowder, on a piece of paper which he obtained from one of the natives; and he confided it to the care of the chief, with directions that it should be given to the captain of any ship which might appear on the coast. Finnow, the king, however, having heard of this transaction, his suspicions were excited, and he immediately sent to the chief for the letter, and obtained it. "When it was put into his hands," the narrative proceeds, "he looked at it on all sides; but not being able to make any thing of it, he gave it to Jeremiah Higgins, who was at hand, and ordered him to say what it meant. Mr. Mariner was not present. Higgins took the letter, and translating part of it into the Tonga language, judiciously represented it to be merely a request to any English captain that might arrive to interfere with Finnow for the liberty of Mr. Mariner and his countrymen; stating that they had been kindly treated by the natives, but nevertheless wished to return, if possible, to their native country. \* \* \* This mode of communicating sentiments was an inexplicable puzzle to Finnow; he took the letter again and examined it, but it afforded him no information. He considered the matter a little within himself, but his thoughts reflected no light on the subject. At length he sent for Mr. Mariner, and desired him to write down something; the latter asked what

he would choose to have written? He replied, "put down me." He accordingly wrote "Fee-now,"—(spelling it according to the strict English orthography,)—the chief then sent for another Englishman, who had not been present, and commanding Mr. Mariner to look another way, he gave the man the paper, and desired him to read what it was; he accordingly pronounced aloud the name of the king, upon which Finnow snatched the paper from his hand, and, with astonishment, looked at it, turned it round, and examined it in all directions. At length he exclaimed, "This is neither like myself nor any body else! Where are my legs? How do you know it to be I?" And then, without stopping for any attempt at explanation, he immediately ordered Mr. Mariner to write something else, and thus employed him for three or four hours in putting down the names of different persons, places, and things, and making the other man read them. This afforded extraordinary diversion to Finnow, and all the men and women present, particularly as he now and then whispered a little love anecdote, which was strictly written down, and audibly read by the other, not a little to the confusion of one or other of the ladies present; but it was all taken in good humor, for curiosity and astonishment were the prevailing passions. How their names and circumstances could be communicated, through so mysterious a channel, was altogether past their comprehension. Finnow at length thought he had got a notion of it, and explained to those about him it was very possible to put down a mark or sign of some thing that had been seen, both by the writer and the reader, and which should be mutually understood by them; but Mr. Mariner immediately informed him, that he could write down any thing that he had never seen: the king directly

whispered to him to put Toogoo Ahoo, the king of Tonga, whom he and Toooh Nuha had assassinated many years before Mr. Mariner's arrival. This was accordingly done, and the other read it; when Finnow was yet more astonished, and declared it to be the most wonderful thing he had ever heard of.—He then desired him to write "Tarky," the chief of the garrison of Bea, whom Mr. Mariner and his companions had not yet seen; this chief was blind of one eye. When "Tarky" was read, Finnow inquired whether he was blind or not? This was putting writing to an unfair test! And Mr. Mariner told him that he had only written down the sign standing for the sound of his name, and not for the description of his person. He was then ordered in a whisper to write, "Tarky, blind in his left eye," which was done, and read by the other man, to the increased astonishment of every body. Mr. Mariner then told him, that in several parts of the world messages were sent to great distances through the same medium; and being folded and fastened up, the bearer could know nothing of the contents; and that the histories of whole nations were thus handed down to posterity, without spoiling by being kept, as he chose to express himself. Finnow acknowledged this to be a most noble invention; but added, that it would not do at all for the Tonga Islands; that there would be nothing but disturbances and conspiracies, and he should not be sure of his life perhaps another month.

#### THE LOST CAMEL.

A dervise was journeying alone in the desert, when two merchants suddenly met him: "You have lost a camel," said he to the merchants.

"Indeed we have," they replied.

"Was he not blind in his right eye, and lame in his left leg?" said the dervise.

"He was," replied the merchants.

"Had he lost a front tooth?" said the dervise.

"He had," rejoined the merchants.

"And was he not loaded with honey on one side, and wheat on the other?"

"Most certainly he was," they replied; "and, as you have seen him so lately, and marked him so particularly, you can, in all probability, conduct us to him."

"My friends," said the dervise, "I have never *seen* your camel, nor ever *heard* of him but from you."

"A pretty story, truly!" said the merchants; "but where are the jewels which formed a part of his cargo?"

"I have neither seen your camel nor your jewels," repeated the dervise.

On this they seized his person, and forthwith hurried him before the Cadi, where, on the strictest search, nothing could be found upon him, nor could any evidence whatever be adduced to convict him, either of falsehood or theft. They were then about to proceed against him as a sorcerer, when the dervise with great calmness, thus addressed the court:

"I have been much amused with your surprise, and own that there has been some ground for your suspicions; but I have lived long and alone; and I can find ample scope for observation even in a desert.—I knew that I had crossed the track of a camel that had strayed from its owner, because I saw no mark of any human footstep on the same route; I knew that the animal was blind in one eye, because it had cropped the herbage only on one side of its path; and I perceived that it was lame in one leg, from the faint impression which that particular foot had produced upon the sand.

"I concluded that the animal had

lost one tooth, because, wherever it had grazed, a small tuft of herbage was left uninjured in the centre of its bite. As to that which formed the burden of the beast, the busy ants informed me that it was corn on one side, and the clustering flies that it was honey on the other."

The story is not without its moral. A habit of observation—of noticing what is going on around us—is of great use in storing the mind with knowledge, and preparing us for usefulness.

### AUNT MINDWELL'S

#### EVENING CHATS WITH THE CHILDREN.

Good evening, dear children; I hope you are all well and happy this evening, and disposed to have a little familiar chat with your aunt Mindwell.

I have lived in the world several years longer than the oldest of you, and can remember things that took place some time ago. I know you are all very fond of stories, and I think most of you would remember them very well. But this evening I shall not tell you a story, but I will talk with you about a very interesting matter.

It seems that you are to have a part of the School Journal for your own. Only think of it! Little children six or eight years old, have often seen their father and mother sit down and read the Journal as though it was a matter of importance, and of quite too much consequence to allow them to take it in their careless little fingers.

But Dr. Lord tells me he intends to publish a part of the paper on purpose for you, so that you can have the benefit of something new and agreeable as well as others.—Now this is certainly a great thing. When I was a little girl, I never heard of such a thing as a newspaper for children; nor do I remember to have found a juvenile depart-

ment in any of the large papers.—Indeed, I thought I was very happy if I might take the Boston Weekly Messenger in my own hand, and look to see if it had any pretty stories in it that a child could understand.

I did not often find a story that I could well read, for it was usually filled with news from Europe, accounts of the markets at home, and long speeches from Congressmen, and messages from Governors and Presidents. These were so long, and the type was so fine, that it made me feel sad to look at them.

I was sure, too, there were a great many long, hard words that I could not understand. So I would hand the paper back to my old grandfather, and wish that there could be such a fine thing as a newspaper for children.

In those times, they had no railroads, and no magnetic telegraphs. People wished to travel a great deal faster than they could in the stage, and they often wished to send news much quicker than the mails could carry it. They kept wishing and thinking, and thinking and wishing, and by and by God gave wisdom to a man by the name of Fulton, to invent the steam engine. Other men went on to improve it, and, at length, men invented railroads, and harnessed in the steam engine for a horse; and now, away they go, with a snort and a whistle, and it takes a swift wind to get ahead of them.

Franklin, of whom you have all heard, found out that he could, in some measure, control the lightning. It was a good while ago, and people did not know how very useful it might be made. But they kept wishing that they might send messages from one to another as quick as thought. At last, God gave Professor Morse so much wisdom that he invented the magnetic telegraph, and compelled the lightning to be a right swift errand-boy,

carrying messages from one end of the country to the other, sooner than you could put on your cap and mittens.

So, my dear nieces and nephews, you see what wishing, and thinking, and acting, will do for the world. Little children have wished for good schools, and newspapers, that would be pretty to read in them, and behold here is the realization in the Youth's Department of the School Journal. Now, I hope you will all wish to have it continued, and made one of the most agreeable papers in the world. Indeed, I know you will *wish* this, I want you to *think* and *act* about it, too. All of you that can write must try and think of the best things to write for it, and those who cannot write, as well as those who can, must try and get subscribers to the Journal, so that its Editor will be able to make it all that you desire.

Owing to circumstances which are liable to occur more or less frequently to those who have not an office and printing materials at their own control, this and the December number of the Journal have been delayed beyond the usual time for publication. We hope hereafter to issue it promptly on or before the 15th of each month.

Those who wish to receive the fourth volume are requested to forward the amount of their subscriptions as early as possible, and those who do not desire to continue subscribers, will please return this number, forthwith, by mail.

#### NOTICES OF BOOKS, &c.

CHAMBERS' EDUCATIONAL COURSE, new American edition, from the revised and improved Edinburgh edition, by D. M. Reese, L. L. D. The course includes Chambers' Geology, Chemistry, Zoology, Philosophy, Drawing, Physiology, Treasury of Knowledge. Published by A. S. Barnes & Co., New York.

FIRST BOOK OF NATURAL HISTORY, by A. Ackerman, New York: Cady & Burgess, 1848.

THE AMERICAN MANUAL, containing a brief outline of the origin and progress of political power, and the laws of nations, a commentary on the Constitution of the United States, and a lucid exposition of the duties and responsibilities of voters, jurors, and civil magistrates; with questions, definitions, &c.; for the use of schools, academies, and the public; by Joseph B. Burleigh, A. M. Philadelphia: Grigg, Elliot & Co., 1848.

THE SPELLING BOOK, consisting of words in columns, and sentences for oral and written exercises, together with prefixes, affixes, and important roots from the Greek and Latin languages. By Wm. D. Swan, Principal of the Mayhew School, Boston. Philadelphia: Thomas, Cowpertwait & Co., 1849.

PARLEY'S PRIMARY HISTORIES. North America; or the United States and the adjacent countries. South America and the West Indies. By S. G. Goodrich. Louisville, Ky.: Morton & Griswold.

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they prevail upon their parents to excuse them from attending school during the last week of the quarter; others will try to persuade their Teacher to excuse them from being examined in some or all of their studies, and others still will think the Teacher ought to tell them beforehand, what questions they will each have to answer so that they may commit the answers, *to these questions*, to memory! To the first two of these classes of scholars we shall probably say a word at some future time, for the benefit of the third class we copy the following amusing anecdote:

A country school teacher, preparing for an examination of his school, selected a class of pupils, wrote down the questions, and answers to the questions he would put to them on examination day. The day came, and so came the young hopefuls, all but one. The pupils took their places, as had been arranged, and all went glibly on until came the question for the absentee, when the teacher asks, "In whom do you believe?"

The pupil who sat next the vacant seat, without noticing whose question it was, answered,

"Napoleon Bonaparte."

"No! no!" angrily exclaimed the teacher, "In whom do you believe!"

"Napoleon Bonaparte."

Here the teacher began to smell the rat, and said,

"You believe in the Holy Ghost, do you not?"

"No," said the pupil, amid roars of uncontrollable laughter, "the boy that believes in that has't come to school to-day; he's at home, sick-a-bed."

*Great Falls Sketcher.*

#### INTERESTING RELIC.

The Boston Whig publishes the following extract of a letter written by John Adams to his son, John Quincy, while the latter was Secretary at St. Petersburg, in the year 1782:

"Your studies, I doubt not, you pursue, because I know you to be a studious youth; but above all, preserve a sacred regard to your own honor and reputation. Your morals are worth all the sciences. Your conscience is the minister plenipotentiary of God Almighty in your own breast. See to it that this minister never negotiates in vain. Attend to him, in opposition to all the courts in the world. So charges your affectionate father,  
JOHN ADAMS."

#### GOOD FOR EVIL.

A little boy came to his mother one rainy afternoon, as he returned from school, and said, "Mother, may I go just down the street with a little girl that goes to our school?"

"No, my son," replied the mother, "it rains."

"Why, mother, I must go," said the little boy.

"Well, then," said his mother, "go if you must."

On his return, she asked if the little girl was a favorite of his.

"No," he said, "she treats me very ill, worse than any scholar in the school."

"Then why do you wish to go with her?"

"Because you have taught me that we must 'do good to them that despitefully use us.' The little girl had a chair to take home, and I did not know of any other way to do her a kindness, so I thought I would carry it for her, and that would be returning good for evil."

*Scholars' Penny Gazette.*

## GOOD NEWS.

We have just now received from Mr. J. Arnett, a Teacher of one of the Public Schools in London, Madison county, a letter containing \$4 00 for sixteen copies of the Journal, most of which are to be sent to the scholars belonging to his school. The next mail brought a letter from Mr. L. L. Murphy, a Teacher in Mount Vernon, for seven copies to be sent to the scholars of his school. Now we have very little doubt that the scholars in these schools will improve this winter. Scholars who like to read good books or papers are pretty likely to be fond of study, and

those who love study are sure to improve. We shall hope to hear from them again during the winter.

There are scholars in a great many more schools in the State from whom we shall be glad to hear in the same way, for we believe there is hardly a good school in the State in which there are not some twelve, sixteen or twenty scholars who would like to pay a quarter for such a paper as the Journal, and we say to them all, that if they will send two, three, four or five dollars, with their names, we shall be glad to send it to them without delay.

## PUBLIC SCHOOLS IN OHIO.

From the nineteenth semi-annual report of the Examiners of the Public Schools of Zanesville, it appears that during the six months ending in November last, five male and six female teachers were employed in the schools. The number of scholars enrolled during the session was 498; the average number connected with the schools, 366; and the average daily attendance 319. The schools are represented as being in a prosperous condition, and the teachers as competent and faithful. We have at hand no information in relation to the salaries of the teachers or the cost of tuition in these schools. Mr. O. L. Castle is Superintendent, and Principal of the Male Department.

The Board of Education in Sandusky city, a few months since, determined on a more efficient organization of their Public Schools, and have appointed Mr. M. F. Cowdery, Superintendent and Principal of the High School Department. Through the agency of H. F. Merry, Esq., and a few others, from fifteen to thirty copies of the Journal have been taken in this place each year since its commencement.

A fine Union School House has recently been erected in Perrysburg. The Directors have had the good fortune to secure as Superintendent and Principal, Mr. Albert D. Wright, a distinguished Teacher from the State of New York. Through the active exertions of F. Hollenbeck, Esq., more than thirty copies of the Journal have been sent to that place during the past year, and quite a number have been taken from the commencement of its publication in 1846.

of people, (one third of whom are constantly entitled to the privileges of its schools,) and whose future destiny is to be decided by the character of these schools, is a work of importance second only to that of drafting a Constitution for the same State.

There are two things which might be done immediately, and which, if done, would probably accomplish more than any thing else which could be done at the present time. The first of these is to appoint a State Superintendent of Schools, whose duty it should be to traverse the State, to collect and diffuse information, to attend Teachers' Institutes and Educational Conventions, to awaken attention to the subject of schools and form a correct public sentiment in regard to popular education; the second is, to enact a law for the establishment and proper regulation of Union Schools and graded Public Schools in towns, villages and cities. In regard to the first of these, some movement has been made in the present Legislature, and a bill providing for the second is now in progress, with a fair prospect of becoming a law.

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#### ASSIGNING LESSONS AND CONDUCTING RECITATIONS.

The business of assigning lessons to classes is one of the most important of the Teacher's duties. To assign lessons of sufficient length to tax the minds of the class to a proper extent, and yet not so long or so difficult as to discourage them from making the necessary effort to master them, and to awaken and cherish in the minds of all a desire to become thoroughly acquainted with every lesson assigned, requires a thorough acquaintance with the attainments of the class, and no little adroitness and skill on the part of the Teacher.

The attention of the whole class should always be required when the lesson is given out, and every one should distinctly understand its limits, whether it be a lesson in reading, spelling, or any other branch. The Teacher should never speak of a lesson as perfectly easy, or very easy, lest the scholars should think it needs no study; nor, on the other hand, should he represent it as very difficult, lest they be discouraged from attempting to master it. He may say it is nearly, or quite as easy as the preceding, or that it is rather more difficult than some previous lessons, but that every one can learn it, with faithful study. And whenever a lesson has been faithfully studied and well recited he should give full credit therefor. Much may be done to stimulate scholars to increased activity and faithfulness by the judicious bestowment of *approbation* for fidelity; *praise* and *flattery* are seldom, if ever, necessary, and are perhaps never useful in inciting to persevering diligence in study. But the love of *approbation* justly bestowed, is a perfectly laudable, and a very powerful motive with the young. In classes composed of scholars who are sufficiently advanced to devote time to their studies without

the constant supervision of the Teacher, every well conducted recitation will consist of three different exercises or parts; first, a review of the preceding lesson and of others intimately connected with the lesson of the day; second, the recitation of the regular lesson; third, the communication of additional instruction, information or illustrations by the Teacher or by the scholars.

The review of preceding lessons may be conducted in several different ways; one scholar may be required to give an abstract of the whole lesson, or a particular topic may be assigned to each scholar, or the class may be questioned by the Teacher. Different modes may also be adopted in examining the class by questions; first, the Teacher may question each scholar in turn, or in any order he may please to adopt; second, he may propose the questions to the whole class and allow all who think they can answer, to raise the hand, and then call upon one of the number for an answer; third, he may propose the question as last named and allowing a moment for silent thought call upon *any one* he pleases to answer it.

Different methods of conducting recitations may be followed: the Teacher may propose questions in either of the modes just named; he may assign or name to each scholar a particular topic or department of the lesson and require him to state all which is said of it in the book; or he may first require some one to give an abstract of the whole lesson, and then follow either of the other methods.

In proposing questions, those called *leading* questions should, if possible, be avoided, and care should be taken that the language of the question be intelligible, but it should contain as few as possible of the words to be used in answering it.

The objects to be borne in mind in conducting the daily recitations, are: first, to ascertain whether the lesson has been faithfully studied by all; second, whether it is properly understood, if not, it must either be given out again for further study, or be explained and illustrated by the teacher; third, to cultivate in the scholars, the habit of communicating their ideas in consecutive order and in correct and intelligible language.

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#### LANGUAGE—No 1.

The term language, in its widest sense, signifies any means by which beings of the same or of different species hold communication. As applied to mankind, it signifies the means by which men communicate to each other their thoughts, feelings, or volitions. Language, thus defined, may be divided into natural and artificial. Natural language includes those signs and sounds which are naturally expressive of thought or emotion, and is generally classified as gestural and exclamative. Un-

der the gestures belonging to this class may be named those made in beckoning or repressing, in assenting or denying—in pointing out objects, in imitating actions or events, and the modifications of the features of the face, accompanying and revealing peculiar emotions or states of mind. Among the sounds included in this kind of language, may be mentioned those spontaneous cries or exclamations indicative of pain or pleasure, or fear or surprise, and other feelings, and those tones and inflections of voice which properly accompany the utterance of certain sentiments, which invariably render ironical language intelligible even to the unlettered, and which often give the lie to words uttered for the purpose of deceiving others in regard to our real sentiments or intentions.

Artificial language consists of those sounds and the representatives of those sounds which have become, by usage, significant for the expression of ideas. Artificial language may be classified as symbolic, spoken and written. By symbolic language is here meant the sign language of deaf mutes. Spoken language consists of the oral sounds employed in uttering words. It is estimated that there are more than three thousand different languages or dialects spoken upon the globe; of which about twelve hundred are found in America, five hundred in Europe, one thousand in Asia and Oceanica, and three hundred in Africa. Of these, the Chinese is spoken by the greatest number of people, but the English language is most widely spread. All these may be reduced to some eighty original languages, and these may be classified in a few groups or families intimately related to each other.

The organs employed in the formation of the sounds of spoken language are divided into three classes—the respiratory, the vocal, and the articulating organs. The respiratory organs are the lungs and the trachea, or windpipe; the vocal organs are the larynx, the glottis, and the epiglottis; the articulating organs are the tongue, palate, lips, teeth, and nostrils. The number of separate elementary sounds in all known languages is estimated at sixty. These may be divided into three classes—vocal, sub-vocal, and aspirate sounds. The voice is formed by the vibrations produced by the passage of air through the vocal chords of the larynx. A vocal is a voice sound, but slightly modified by the organs of articulation, as the sound represented by *a*, *e*, or *o*. A sub-vocal is a voice sound, materially modified by the articulating organs, as that of *b*, *d*, or *v*. An aspirate is an articulated breath sound, as that of *p*, *t*, *k*. By suspending the action of the vocal organs, the utterance of all the vocal and sub-vocal sounds of a language may be assimilated to that of the aspirates, as in the act of whispering.

Notation, in language, signifies the representation of ideas, or of oral sounds, by characters. The different systems of notation which have been employed, are the hieroglyphic or picture system, in which the pic-

ture of an object was used instead of its name, or for the purpose of suggesting some idea of which this object had been adopted as the emblem; the syllabic notation, in which characters, mostly arbitrary, are used to represent a syllable or word; and the alphabetic system, in which each character represents a separate sound, either elementary or compound. The first of these systems was used by the ancient Egyptians, and some other nations; the second is still used by the Chinese and some other oriental nations, and in some of the aboriginal languages on this continent which have been reduced to writing; the alphabetic system, which is adopted in our own and in most of the European languages, is considered the best which has ever been devised, though few, if any, languages have secured all the advantages the system is capable of conferring.

To form a perfect system of notation for any language, it will be readily seen that all which is necessary, is to adopt a character for each of the elementary sounds it contains; and to construct a universal system of notation, or one applicable to all languages, it would be necessary to invent or adopt a character for each of the sixty elementary sounds before named.

Some of the advantages of such a system for any language, and of a universal notation, will be presented hereafter.

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### THE TEACHER.

[From the Massachusetts Teacher.]

The teacher is not a narrator, but an inspirer. It is not his office to convey information, but to instruct; and instruction is not *stating* principles to a pupil, but rather leading *him* to draw them out of what he already knows. It were a mean, because it would be a useless and mechanical office, merely to repeat knowledge in others' ears; but it is a divine one to breathe into their souls the needful life to get it, as they only can get it, for themselves. Much time is doubtless worse than wasted by so called teachers, in "vain repetitions" of facts and principles to their pupils. The smallest bad effect of this is the loss of time, and the greatest is, that the passivity of the pupil is satisfied, sealed, and perpetuated by the transaction. There must be an inward and fervent heat in the scholar, in order to his receiving any impression; and then, even, it must be from the subject matter, and not from an agent who plies it. It is wonderful to see what progress a mind that is kept at a red heat will make in a short time, and how like to intuition are its perceptions; and it is also wonderful, but by no means equally so, what pains and effort may be put forth to drag along a dead scholar, without advancing him a particle. That which a quick forgetive mind would see at a glance, and a thousand other things with it, may be exhibited and offered to a dull and stupid one in every variety of manner, without being even taken in; and so teacher and pupil may be equally cheated—the one into thinking that he has actually taught, and the other that he has actually learned something. Let us beware of over-crediting our-

selves with work done, and count only that to be real progress which implies the means and ability to make more. To educate the mind is not to stuff it as though it were a fowl's carcass; it is to make it grow in all its powers for duty and usefulness, for knowledge and righteousness. Growth is overdone by work, and work of him that grows, and not of any spectator, though he may be a helper.

But how shall the teacher duly inspire his pupils? I answer, he *must first himself be inspired*. Not with physical animation, the overflowing of health and animal spirits, but with ever new and original thoughts, and with inward and ever fresh energy and interest, even on the same old threadbare subject. Mere rote will kill the life both of teacher and scholar. Not that the same rules, principles, or facts should not often be repeated in essentially the same form; but the *minds* of both teacher and pupil, even after many repetitions, should be so alive, interested, and full on the subject, as to view the same thing in ever new relations, and often correspondingly vary the form of statement. This will break up the *cant* of the school-room, and some of that dullness which is its inseparable attendant. There are indeed some pupils whom no Promethean fire can warm into intellectual life. They are mere flesh, and not spirit; and the only thing that can be done is to go over the manipulations of the school-room with them, and rejoice if at last real knowledge can be made to stick to them, though only on the outside.

Perhaps the great skill of the teacher lies in *asking questions*. Nothing is so rousing to a mind that can be roused, as a pertinent question, stirringly put. You must indeed have the power to detect quickly and accurately the *whereabouts* of your pupil's mind—what it has done, where it is, and what it can do. Then, instead of propounding truths, propound questions, somewhat, but not too far in advance of the pupil's knowledge, and such as can be answered from it. Never put *leading* questions. Better *state* the proposition directly, than imply it, in what seems to be an inquiry. Make the pupil take the laboring oar, and work, if you would have him handy at his business and expert in the use of his faculties. Remember, it is exercise that disciplines the body, and, no less, exercise that disciplines the mind; nor is there a shorter way to set the mind at work, or a surer way to keep it at work, than by apt questioning.

J. P. C.

## SCHOOL GOVERNMENT.

[From the Massachusetts Teacher.]

Unless we widely err, the due authority of teachers has, in many instances, been gradually frittered away, and the art of coaxing has been required instead of discreet *government*. In schools of from forty to an hundred scholars, where the number is nearly equalled by the variety, a morbid sentiment relies for subordination on the power of persuasion alone. Those who are governed no where else, and no where else persuaded, are expected to be held under a salutary restraint by the gentle sway of inviting motives. If we may suppose cases where this lenient power is strong enough to curb the wayward and subdue the refractory, we think it must be in cases where rare skill is applied to select specimens of human nature. We urge nothing against the power of persuasion within its reasonable limits, and we could wish that these limits



were much wider than they are, as they doubtless would be with improved domestic education. Early and steady respect to authority at home, prepares the way for easy government in school; and whilst it is a perpetual blessing to the child, it is a present comfort to the parent and a service done to the public. Not till an even-handed authority creates the power of persuasion at home, may we expect its triumph abroad. Whatever value, then, we put upon its gentle influence, we think that at least in schools, it is not good for it to be alone. Law, not a name, but a power, must have a known existence; and if this knowledge cannot be communicated by its letter, it should be acquired by a sense of its wholesome penalties. There are those so headstrong from long indulgence, and from their habits of early domination, that to bring them to their duty in school, and to keep them from marring their own and others' good, by the gentle power of motives, would be as unreasonable an expectation as that of subduing the wild colt of the prairie without a thong or a bridle. To say that such should at once be turned out of school, is to say that they shall not have the very benefit which all need, and they more than others, the benefit of a well-governed school to whose government their submission might be a salutary novelty. To expel a pupil from school should be done only by cautious decision, and as an ultimate resort. To inflict upon him this disgrace, and to deprive him of the advantages of education, is, in some sense, to punish the community. Such a result may sometimes be unavoidable, but in most cases it may be shunned by the prevalence of a quick and strong sense, within the district, of the importance of a firm and well sustained government in the school, and by leaving mainly to the discretion of him who is held responsible for the success of the school he teaches, to find where persuasion can, and coercion must, do its work.

—*Rev. G. Allen.*

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**PARENTAL TEACHING.**—If parents would not trust a child upon the back of a wild horse, without a bit or bridle, let them not permit him to go forth into the world unskilled in self-government. If a child is passionate, teach him, by gentle and patient means, to curb his temper. If he is greedy, cultivate liberality in him. If he is selfish, promote generosity. If he is sulky, charm him out of it, by encouraging frankness and good humor. If he is indolent, accustom him to exertion, and train him so as to perform even onerous duties with alacrity. If pride comes in to make his obedience reluctant, subdue him, either by counsel or discipline. In short, give your children the habit of overcoming their besetting sins. Let them acquire from experience that confidence in themselves which gives security to the practised horseman, even on the back of a high-strung steed, and they will triumph over the difficulties and dangers which beset them in the path of life.—*Maine Democrat.*

**DOUBLE YOUR MONEY.**—By taking an interest in your schools and your children's proficiency, you can double the value of your school money, and make one dollar worth two. Let the children see that their parents feel a deep interest in their improvement and they will be likely to feel the same. Talk with them—see if they learn thoroughly—encourage them, and always visit the school. Half a day spent for that purpose will be worth more than a five dollar bill to lengthen out the school. Why not make the most of your money?—*Maine Democrat.*

**A FACT WITH A MORAL.**—A celebrated artist, in one of his rambles, met with the most beautiful and interesting child that he had ever seen. "I will paint the portrait of this child," he said, "and keep it for my own; for I may never look upon its like again." He painted it; and when trouble came, and evil passions moved his spirit to rebel, he gazed upon the likeness of the boy, and passion fled, and holier thoughts entranced his soul. Years passed away, and at length, within a prison's walls, stretched upon the floor of stone, he sees a man, stained with blood, with glaring eyes and haggard face, and with demoniac rage, cursing himself and his fellow beings, and blaspheming God, as he lay waiting for the moment of his execution.

The artist transferred his likeness also the canvas, and placed it opposite the child's. How striking—how complete the contrast! The angel boy—the fiendish man!

What must have been the feelings of the artist, when, upon inquiry, he ascertained that both the portraits he had made were of the same individual! The beautiful, the innocent child, had grown into the hideous, the sinful man!—*Maine Democrat.*

#### AMERICAN LABOR.

The following beautiful tribute to labor is from a speech lately delivered in Faneuil Hall, Boston, by Daniel Webster:

"I have spoken of labor as one of the great elements of our society, the great substantial interest on which we all stand. Not feudal service, not predial toil, not the irksome drudgery by one race of mankind, subjected, on account of color, to the control of another race of mankind; but labor, intelligent, manly, independent, thinking and acting for itself, earning its own wages, accumulating those wages into capital, becoming a part of society and of our social system, educating childhood, maintaining worship, claiming the right of the elective franchise, and helping to uphold the great fabric of the State. That is American Labor, and I confess that all my sympathies are with it, and my voice until I am dumb, will be for it."

Many will probably read and admire the above, and still it will be, to them, an unmeaning, though beautiful "tribute." Let us think a little. What in our own State, is the magnitude of this "great element of society," this "great substantial interest on which we all stand?" Now, the whole amount of taxable property in Ohio, as just reported by the Auditor of State, amounts in round numbers, to \$421,000,000. The annual income of this sum at six per cent would be \$25,260,000. The present population of the State is 2,000,000, of these 500,000 may be presumed to be laborers capable of earning \$300 per year, their aggregate earnings will therefore amount to \$150,000,000, or nearly six times as much as the income, at six per cent, of all the accumulated property in the State.

**TENNESSEE.**—The School Fund of Tennessee is \$1,300,000, and the annual income therefrom, which is distributed to the common schools and academics of the State, amounts to \$135,000.

## YOUTH'S DEPARTMENT.

## GROWTH OF THE MIND.

In the last number something was said about the growth of the body, and about the rules which must be obeyed in order to its health and strength. Now, in order that your minds may grow and become strong and healthy, you must use them; you can use them in thinking and trying to understand what you have seen or heard, and also in learning things which you did not know before. Whenever older people are talking and it is proper for you to hear them, you can listen and try to understand what is said. And if you hear them use words which you do not understand, you can ask your father or mother, or an older brother or sister to tell you what they mean. And whenever you read, you must try to understand the meaning of all the words. We shall close this article with three short rules: first, you must try to learn something new every day; second, you must often think over, and say over to yourself what you have learned, that you may not forget it; third, you must repeat to other children or recite to your parents what you have learned, that they may help you to understand it better, and that you may form the habit of telling what you know to others, a habit of great importance to all.

But here comes Aunt Mindwell

## AUNT MINDWELL'S CHAT WITH THE CHILDREN.

Good evening, dear nieces and nephews; I am right glad to meet you all again, and trust we shall be able to spend a short time very pleasantly, as well as very profitably. But in order to do so, we must have something pleasant and profitable to talk about.

Did you ever think how much your happiness or unhappiness depends upon what you are in the habit of talking about? If not, I hope after our evening's entertainment is over, you will try to think all about it, for it is of a great deal of consequence *what* we say, as well as in *what manner* we say it.

But as I was remarking, we must have a good subject for conversation this evening. Who will suggest one? Will you, George? O, yes. I see by the twinkle of your dark eye, that you have something on hand. Well, just speak out. And by the way, I think it would be a nice plan for you all to be thinking of subjects about which you would like to have your Aunt Mindwell talk with you; and you can just write them on a slip of paper and send them to Dr. Lord, and get him to publish them in the Journal, and then I can have time to think about them till the next evening when we meet.

But I see George is waiting. What will you have? "A talk about the world." Well done,

Master George! That will be a great theme. But what did I hear Mary say about not writing well enough to send a theme to Dr. Lord? Why, my dear, if you cannot, your sister Fanny or your brother Robert can, and I am sure they will not fail to oblige you.

But now we will talk a little about the world. You all know that the world is a great globe or ball, and that it keeps rolling over continually, which causes day and night.

And more than that, you understand that it moves very rapidly around the sun in a great circle called its orbit, and this motion occasions the change of seasons. Now, though this all seems very plain to you, there was a time when people did not understand it at all. Indeed, some persons imagined that the earth rested on a great serpent, and that the serpent rested on the back of a huge tortoise. I suppose you would like to know on what they imagined the tortoise rested. I think they would have suggested that the tortoise could swim, but I do not think they would have been able to tell what held so large an ocean of water.

They thought the sun and moon and stars were all made on purpose for our benefit, instead of having a purpose of their own for which to exist, as well as to give light to us. In that they were very much like some little children, who think that their father and mother, and brothers and sisters, have nothing to do but to please them.

But the sun, and moon, and stars as well as our world, seem to teach a most benevolent lesson. They go on their way very quietly, attending faithfully to their own business, and all the time helping each other along in the kindest manner you can think. We should be very dark all night long, if the stars were not so very kind and neighborly as to lend us their lanterns; and the moon, finding it not at all

out of her way to be obliging, keeps along with the world in its journey round the sun, and she looks down on us at times with such smiles of love, that it almost makes our night as light as day.

Then this world of ours is not slow to return the compliment, but looks back with as loving a smile at the moon and stars as she can possibly command. Indeed, I think she must look almost like a little sun to the children in the moon.

Now this is a lesson I very much wish you to remember, that this world in which we live is as kind and neighborly to all the planets as she wishes them to be to her. And if she could speak, I think she would say, "never ask any favors of others that you are not ready to return."

But, really, children, is it not a beautiful thing for all these worlds to keep whirling and waltzing about without ever getting in each other's way, or quarreling about which has got the warmest place, as boys and girls do sometimes round the stove at school. Just look at them. There is little Mercury, snuggled close to the sun. He is the very smallest of all the planets. Then Venus, that we might compare with some tall, but delicate young Miss; she has the next best place. Our Earth, a rosy lass, takes the third place, while Mars, a hardy red-faced boy, stands a little back for the comfort of those more delicate, even though he is not quite so large.

And then, back in the cold, as though they were too generous to mind it, you will find these great fellows, Jupiter, Saturn and Herschel, all attending to their duties faithfully; and still farther off, in a corner, another fine chap called Neptune, that philosophers overlooked for a long time, though they made a great wonder of him when they espied him. Is not this a noble example?

And just think what mischief

and trouble it would make, if stars were to be as unruly as little boys.

What did I hear Neddy say? O, that stars are so large they ought to act better. Was that it? But, my dear children, a single child is an object of more love and care from God than the largest planet. He values the true harmony of a human soul far higher than the order of all the planetary systems of the Universe, because it is created in His likeness. But I see it is getting late and we shall have to talk mork more of the world the next evening we spend together.

### TO YOUNG LADIES.

#### GOOD READING AN ACCOMPLISHMENT.

Though much is said at the present day of female education, and much attention is paid in the higher schools and Female Seminaries to what are called accomplishments, still it is seldom, comparatively, that we meet a young lady who is a good reader. This must be because reading is neglected in this class of schools; and this neglect must arise from the notion on the part of the young ladies, or of their teachers, that reading is of little importance, that it does not form part of a polite education, that it does not belong to the list of accomplishments. Now this is regarded by all competent judges as a great mistake. Not long since a very intelligent gentleman, himself a graduate of one of the best colleges, and then a member of the State Senate, remarked that he would prefer to have his daughter become a good reader rather than become well acquainted with music, if she could have but one of

these attainments, for he regarded good reading as a higher and more desirable accomplishment than the ability to sing or to play any instrument whatever.

We commend the following, from the Massachusetts Teacher, to the attention of all young ladies:

Mrs. Sigourney was present at the opening of the British Parliament of 1841. In her "Pleasant Memories of Pleasant Lands," she thus notices the reading of the queen: "Her voice is clear and melodious, and her enunciation so clear that every word of her speech was distinctly audible to the farthest extremity of the House of Lords. She possesses in an eminent degree the accomplishment of fine reading. I could not help wishing that the fair daughters of my own land, who wear no crown save that of loveliness and virtue, would more fully estimate the worth of this accomplishment, and more faithfully endeavor to acquire it. For I remember how often, in our seminaries of education, I had listened almost breathlessly to sentiments which I knew from the lips that uttered them, must be true and beautiful; but only stifled sounds or a few uncertain murmurings repaid the toil. And I wish all who conduct the education of young ladies would insist on at least an audible utterance, and not consider their own office to be faithfully filled, unless a correct and graceful elocution is attained."

#### EXAMINATIONS.

It is very common for scholars to dread the examination which usually takes place at the close of every quarter in almost every school, and some scholars fear it so much, that after asking a number of times,

they prevail upon their parents to excuse them from attending school during the last week of the quarter; others will try to persuade their Teacher to excuse them from being examined in some or all of their studies, and others still will think the Teacher ought to tell them beforehand, what questions they will each have to answer so that they may commit the answers, to these questions, to memory! To the first two of these classes of scholars we shall probably say a word at some future time, for the benefit of the third class we copy the following amusing anecdote:

A country school teacher, preparing for an examination of his school, selected a class of pupils, wrote down the questions, and answers to the questions he would put to them on examination day. The day came, and so came the young hopefuls, all but one. The pupils took their places, as had been arranged, and all went glibly on until came the question for the absentee, when the teacher asks, "In whom do you believe!"

The pupil who sat next the vacant seat, without noticing whose question it was, answered, "Napoleon Bonaparte."

"No! no!" angrily exclaimed the teacher, "In whom do you believe!"

"Napoleon Bonaparte."

Here the teacher began to smell the rat, and said,

"You believe in the Holy Ghost, do you not?"

"No," said the pupil, amid roars of uncontrollable laughter, "the boy that believes in that has't come to school to-day; he's at home, sick-a-bed."

*Great Falls Sketcher.*

#### INTERESTING RELIC.

The Boston Whig publishes the following extract of a letter written by John Adams to his son, John Quincy, while the latter was Secretary at St. Petersburg, in the year 1782:

"Your studies, I doubt not, you pursue, because I know you to be a studious youth; but above all, preserve a sacred regard to your own honor and reputation. Your morals are worth all the sciences. Your conscience is the minister plenipotentiary of God Almighty in your own breast. See to it that this minister never negotiates in vain. Attend to him, in opposition to all the courts in the world. So charges your affectionate father,  
JOHN ADAMS."

#### GOOD FOR EVIL.

A little boy came to his mother one rainy afternoon, as he returned from school, and said, "Mother, may I go just down the street with a little girl that goes to our school?"

"No, my son," replied the mother, "it rains."

"Why, mother, I must go," said the little boy.

"Well, then," said his mother, "go if you must."

On his return, she asked if the little girl was a favorite of his.

"No," he said, "she treats me very ill, worse than any scholar in the school."

"Then why do you wish to go with her?"

"Because you have taught me that we must 'do good to them that despitefully use us.' The little girl had a chair to take home, and I did not know of any other way to do her a kindness, so I thought I woud carry it for her, and that would be returning good for evil."

*Scholars' Penny Gazette.*

## GOOD NEWS.

We have just now received from Mr. J. Arnett, a Teacher of one of the Public Schools in London, Madison county, a letter containing \$4 00 for sixteen copies of the Journal, most of which are to be sent to the scholars belonging to his school. The next mail brought a letter from Mr. L. L. Murphy, a Teacher in Mount Vernon, for seven copies to be sent to the scholars of his school. Now we have very little doubt that the scholars in these schools will improve this winter. Scholars who like to read good books or papers are pretty likely to be fond of study, and

those who love study are sure to improve. We shall hope to hear from them again during the winter.

There are scholars in a great many more schools in the State from whom we shall be glad to hear in the same way, for we believe there is hardly a good school in the State in which there are not some twelve, sixteen or twenty scholars who would like to pay a quarter for such a paper as the Journal, and we say to them all, that if they will send two, three, four or five dollars, with their names, we shall be glad to send it to them without delay.

## PUBLIC SCHOOLS IN OHIO.

From the nineteenth semi-annual report of the Examiners of the Public Schools of Zanesville, it appears that during the six months ending in November last, five male and six female teachers were employed in the schools. The number of scholars enrolled during the session was 498; the average number connected with the schools, 366; and the average daily attendance 319. The schools are represented as being in a prosperous condition, and the teachers as competent and faithful. We have at hand no information in relation to the salaries of the teachers or the cost of tuition in these schools. Mr. O. L. Castle is Superintendent, and Principal of the Male Department.

The Board of Education in Sandusky city, a few months since, determined on a more efficient organization of their Public Schools, and have appointed Mr. M. F. Cowdery, Superintendent and Principal of the High School Department. Through the agency of H. F. Merry, Esq., and a few others, from fifteen to thirty copies of the Journal have been taken in this place each year since its commencement.

A fine Union School House has recently been erected in Perrysburg. The Directors have had the good fortune to secure as Superintendent and Principal, Mr. Albert D. Wright, a distinguished Teacher from the State of New York. Through the active exertions of F. Hollenbeck, Esq., more than thirty copies of the Journal have been sent to that place during the past year, and quite a number have been taken from the commencement of its publication in 1846.

During the past year a Union School House, eighty by fifty-six feet on the ground and two stories high, has been erected in Lancaster, at an expense of \$6,000 for lot, building and furniture. The school is soon to open under charge of Mr. John S. Whitwell, as Superintendent and Principal.

A Union School House has also been built in Xenia, within the past few months, and the school will soon be commenced, as we have learned, under the supervision of Mr. J. Hurty, late of Mansfield.

The Public Schools of Newark have recently been reorganized and are now in successful operation. Mr. J. P. Coman, is Superintendent and Principal.

The Public Schools of Cleveland, Dayton, Portsmouth, Akron, Delaware and several other towns are thoroughly organized and in successful operation.

It is gratifying to learn as we do from the facts above stated, and the frequent enquiries for well qualified Teachers, and for information in regard to the best plans for constructing school houses and the most approved methods of organizing schools in towns and villages, that there is a growing interest in this subject.

We would again request Teachers and Boards of Education to forward us their Reports, Regulations and any notices concerning their Schools, and to communicate in writing if they do not print statements of their progress.

It is our intention to compile at the earliest day possible, a table showing the compensation paid to Superintendents and to male and female Principal Teachers and Assistants, of different grades in the several cities and towns of the State. Will Teachers and others interested, furnish us the necessary information. Every Teacher who forwards an order for the Journal is earnestly requested to communicate an account of the character and condition of his own school, and as much information concerning the schools around him as possible.

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#### NOTICES OF BOOKS, &c.

**THE THEORY AND PRACTICE OF TEACHING: or the Motives and Methods of Good School Keeping.** By David P. Page, A. M. Tenth ed. New York: A. S. Barnes & Co. 1849.

**AN INTRODUCTION to the Author's "Course of Reading" and "Elements of Reading and Oratory."** Parts I and II. By H. Mandeville, D. D., Prof. of Moral Science and Belleslettres in Hamilton College. New York: D. Appleton & Co.

**FIRST LESSONS IN GRAMMAR,** based upon the construction and analysis of sentences; designed as an Introduction to the 'Analysis of Sentences,' By Samuel S. Greene, A. M., Principal of the Phillips' Grammar School, Boston. Philadelphia: Thomas, Cowperthwaite & Co.

**ELEMENTS OF NATURAL PHILOSOPHY:** designed for the use of schools and academies. By Leonard D. Gale, M. D. Cin: Wm. H. Moore & Co.



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Persons sending \$1.00 free of postage shall receive a copy of the Editor's Chart of Elementary Sounds; those sending \$2.00, a copy of either of the first three volumes of the Journal; those sending \$3.00, any two of the first three volumes; and those sending \$5.00, the three volumes bound in one.

### THE OHIO SCHOOL JOURNAL--Vol. IV.

THIS JOURNAL is published, monthly, in octavo form, each number containing twelve pages, besides notices and advertisements of books. It is devoted to the promotion of popular education, and contains articles of interest to teachers and school officers, to parents and the family circle, and will, hereafter, contain a department for the special benefit of scholars attending school or children and youth who are anxious to improve their minds at home; and, being printed in a form convenient for binding, will be found an interesting paper for monthly reading and a valuable work for future reference.

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All orders and communications should be addressed to A. D. LEON, M. D., Columbus, O.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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Vol. IV.]

COLUMBUS, MARCH, 1849.

[No. 3.]

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## PUBLIC SCHOOLS IN CITIES, TOWNS, AND VILLAGES.

Through the kindness of Hon. S. T. Worcester, of the Senate, a correct copy of the following Act has been placed in our hands, which we lose no time in presenting to our readers, knowing that there are a large number of towns and villages in the state in which the people are anxious to establish an improved system of public schools. This law was framed with much care, after a thorough study of the several acts which have been passed, from time to time, for the regulation of schools in different cities and towns in the state, and will, if we mistake not, be found preferable, in some important respects, to the "Akron School Law," which was made general by an act of the last legislature.

### AN ACT

FOR THE BETTER ORGANIZATION OF THE PUBLIC SCHOOLS IN CITIES, TOWNS, &c.

Sec. 1. *Be it enacted by the General Assembly of the State of Ohio,* That any incorporated city or town in this state, or any unincorporated town or village (except such city, town or village as is now in whole or part governed as to schools by some special law heretofore passed,) containing within the town or village plot, as laid out and recorded, two hundred inhabitants or more, with the territory attached, or hereafter to be attached to said city, town or village, for school purposes, may be organized into and established as a single school district, in the manner and with the powers hereinafter specified; but the provisions of this act shall not apply to any city, town or village, or any part thereof, which is now governed as to schools by any special law.

Sec. 2. That in order to such organization, written notices shall be posted up in three or more of the most public places in said contemplated district, signed at least by six resident freeholders of the same, requesting the qualified electors in said district to assemble upon a day, and at some suitable place in said district, to be named in said notices, then and there to vote by ballot, for or against the adoption of this act, which notices shall be so posted up at least ten days next prior to said meeting.

Sec. 3. That the electors assembled at said time and place shall proceed to appoint a chairman, assistant chairman, and clerk, who shall be judges of said election. That the electors in favor of the adoption of this act for said district, shall write upon their ballots, "school law," and those opposed thereto, shall write upon their ballots, "no school

law," the adoption or rejection of this act to be determined by a majority of the votes to be cast in manner aforesaid.

Sec. 4. That in case a majority of votes shall have been cast for said law, the electors of said district shall assemble at the place last aforesaid, within twenty days from the time of the adoption of said act, of which at least ten days previous notice shall be given by said chairman and clerk, in manner aforesaid, and shall then choose by ballot six directors of the public schools of said district, two of whom shall serve for one year, two for two years, and two for three years; the time that each shall serve to be designated on the ballots, and annually thereafter there shall be chosen in the same manner, two directors, each of whom shall serve for three years, and until their successors shall be elected and qualified; such intermediate vacancies as may occur to be filled by the acting directors till the next annual election, when such vacancies shall be filled by the electors.

Sec. 5. That said directors, within ten days after their appointment as aforesaid, shall meet and organize by choosing from their number a president, secretary, and treasurer; that said treasurer, before he enters upon the duties of his office, shall give bond payable to the State of Ohio, with security to be approved by said board, and to be by them kept, conditioned for the faithful discharge of his duties as such treasurer.

Sec. 6. That said directors and their successors in office shall be a body corporate, by the name of the Board of Education of said city, town or village, and as such, and by such name, shall receive all moneys and other property belonging or accruing to said district, or to said city, town or village, or any part of the same, for the use or benefit of the public schools therein, and the said board shall be capable of contracting and being contracted with, suing and being sued, pleading and being impleaded, in any court of law or equity, and also shall be capable of receiving any gift, grant, bequest, or devise, made for the use of the public schools in said city, town or district, and all moneys accruing to said city, town or district, for school purposes, under any law of this State, shall be paid over to the treasurer of said Board of Education.

Sec. 7. Said Board of Education may hold stated meetings at such times and places in said district as they may appoint, four members of said board at all meetings thereof constituting a quorum for business; that special meetings thereof may be called by the president, or by any two members, on giving one day's notice of the time and place of the same, and said board, by resolution, shall direct the payment of all moneys that shall come into the hands of the treasurer, and no money shall be paid out of the treasury except in pursuance of such resolution, and on the written order of the president, countersigned by the secretary.

Sec. 8. That whenever said board shall deem it necessary to purchase or erect a school house, or school houses for said district, or to purchase sites for the same, they shall call a meeting of the legal voters in said district, by giving at least ten days notice of the time and place, and object of said meeting, in some newspaper printed in, and in general circulation in such district, if any such there be, and if there be no such newspaper, then by posting up written or printed notices thereof, at five or more of the most public places in said district, and the president of said board, and in his absence one of the other directors, shall act as chairman of said meeting, and said meeting may determine by a majority vote upon the erection of a school house, or school houses, and the purchase of a site or sites therefor, and the amount of money to be rais-

ed for the purpose aforesaid, and the time or times when the same shall be paid, which moneys so voted, shall be thereupon certified by the Board of Education by its chairman and secretary, to the auditor of the county, and shall be assessed in said district, collected and paid over to the treasurer of said district, in the same manner as the tax hereinafter provided for in the thirteenth section of this act.

Sec. 9. It shall be the duty of said board, so soon as the means for that purpose can be provided, to establish in said district an adequate number of primary schools to be so located as best to accommodate the inhabitants thereof, and in which the rudiments of education shall be taught, and it shall be the further duty of said board, to establish in said district, a suitable number of other schools of a higher grade or grades, wherein instruction shall be given in such studies as may not be provided for in the primary schools, the number of schools and also of the different grades thereof, to be determined by said board; and it shall be the further duty of said board to decide what branches shall be taught in each and all of said schools, provided that no other language than the English or German shall be taught therein, except with the concurrence of two-thirds of said board.

Sec. 10. Admission to said schools shall be gratuitous to the children, wards, servants, and apprentices of all actual residents in said district, who may be entitled to the privileges of the public schools, under the general laws of this State, provided that said board shall have power to admit to said schools other pupils, upon such terms, or upon the payment of such tuition as they may prescribe,

Sec. 11. Said board shall have power to make all necessary regulations for said schools, to prescribe and enforce rules for the admission of pupils into the same not inconsistent with the preceding section, and the examination that pupils must pass preparatory to admission into the schools of higher grades than the primary; to sub-divide said school district, if they shall think proper; to select sites for school houses; to superintend the building of the same, and to pay therefor, their appurtenances, furniture and apparatus, to borrow money for the erection of school houses upon a majority vote of said district therefor, and to incur all other expenses of said school system, and pay the same from the public moneys of said district.

Sec. 12. It shall be the duty of said board to keep said schools in operation not less than thirty-six, nor more than forty-four weeks of each year, to determine the amount of the annual tax to be raised for the purpose aforesaid, including all the necessary expenses of said schools, except for the erection of school houses and the purchase of sites; and on or before the first day of July, of each year, to make known the amount of such tax to the auditor of the county in which said district is situate; and thereupon it shall be the duty of said auditor to assess the same upon the taxable property of the said district as the same appears on the grand list in his office, and the said tax shall be collected by the county treasurer; in the same manner, and at the same time, with the state and county taxes, and when collected shall be paid over to the treasurer of said board: Provided, however, that the tax to be assessed under this section shall not exceed four mills on the dollar upon the taxable property of said district, as the same appears upon the grand list: Provided, that in case the amount so authorized to be raised shall be insufficient to support said schools for the portion of the year mentioned in this section, then said Board of Education may require such sum as may be ne-

cessary to support the same for the residue of said time, to be charged upon the tuition of the pupils actually attending such schools: Provided, however, that the children of indigent parents, and orphans, who are unable to pay such charges, shall not be excluded from such schools by reason of the nonpayment of the same; and it shall be the further duty of said board to keep an accurate account of their proceedings, and of their receipts and disbursements for school purposes, and at the annual meeting for the choice of directors in said district, to make report of such receipts, and the sources from which the same were derived, and of said disbursements, and the objects to which the same were applied, and they shall also make report at the same time of such other matters relating to said schools as they may deem the interests of the same to require.

Sec. 13. That said Board of Education, within twenty days after their election, shall appoint three competent persons, citizens of said district, to serve as school examiners of the public schools therein, one to serve for one year, one for two years, and one for three years, from the time of their appointment, and till their successors shall be appointed, and annually thereafter said board shall appoint one examiner to serve for three years, and till his successor is appointed and qualified; and said board shall fill all vacancies that may occur from death, removal, or otherwise. Said examiners, or any two of them, shall examine any persons that may apply for that purpose with the intention of becoming teachers in any of the schools in said district, and if they find the applicant, in their opinion qualified to teach in any of said schools, and to govern the same, and of good moral character, they shall give said applicant a certificate naming the branches in which the holder of said certificate was found qualified to teach, and no person shall be permitted to teach in said schools without such certificate, and said examiners may, in all cases, when two of their number concur, have power to annul such certificate, and when so annulled, the person holding the same shall be discharged as a teacher of said schools; said examiners shall do so separately, or otherwise, together with said Board of Education, or any of them, or such person as they may appoint, or invite, visit said schools as often as once in every term, and observe the discipline, mode of teaching, progress of the pupils, and such other matters as they may deem of interest, and make such suggestions and report thereupon to said board as they may think proper, which report may be published at the discretion of said board.

Sec. 14. Upon the adoption of this act in the manner herein provided by any city, town, village or district, all laws now in force therein, inconsistent herewith, are hereby repealed.

Sec. 15. Said Board of Education, or the treasurer thereof, shall have power to collect any charge or account for tuition, in the same manner as the treasurer of any common school district in this state is now, or may hereafter be authorized to collect any such charge or account.

#### FIRST ANNUAL REPORT OF THE EXECUTIVE COMMITTEE OF THE OHIO STATE TEACHERS' ASSOCIATION, FOR THE YEAR 1848.

By the constitution of this association, it is made the duty of the executive committee "to carry into effect all orders and resolutions of the association, and to devise and put into operation such other measures not inconsistent with the objects of the association, as it shall deem best." It is further made the duty of the committee to present to the association an annual report of its proceedings.

In accordance with the last requisition, the following report is respectfully submitted:

In assuming the responsibility of conducting the business affairs of the association twelve months since, the committee selected the following objects as most worthy of their immediate attention: First, the elevation of the teachers of the State, through the agency of teachers' institutes, courses of lectures to teachers, educational conventions and associations, and a more conscientious adherence to the law relating to the qualifications of teachers, on the part of county examiners. The second object of the committee was to encourage a re-organization of the schools in the cities and incorporated towns of the State. This was proposed to be accomplished by addressing citizens publicly, and stating the importance, practicability, and *economy* of such a change in the common school organization as would give to every child of a town or city, an education fitting him for his duties as a citizen; and, lastly, it was the wish of the committee, as far and as fast as practicable, to prepare the public mind for a school system for our State, unparalleled for the liberality of its provisions, the wisdom of its measures, and the harmony and efficiency of its operations.

During the past year these objects have been kept steadily in view. The varied success attending the labors of the committee will be briefly stated.

#### TEACHERS' INSTITUTES.

Early in January last, the committee made conditional arrangements for holding teachers' institutes in one-half of the counties of the State in the spring following, and matured plans for holding in the remaining counties of the State during the succeeding autumn. Teachers of ability and experience were secured to visit these counties and give a course of instruction, for one week, to the teachers of the county, provided the county examiners, teachers themselves, and friends of education, should co-operate in the measures proposed. Several hundred letters were written by the committee to public men and private citizens, in the counties designated, asking their influence and efforts in behalf of the plans of the committee. The following counties accepted the propositions of the committee, and institutes were held during the months of March and April last: Ashland, Richland, Huron, Licking, Seneca, Stark, Columbiana, Wayne, and Washington. The number of teachers attending the institutes in the above counties was between six and seven hundred.

During the summer, proposals were issued by the committee for holding an institute, during the succeeding autumn, in any county of the State where teachers and friends would co-operate with the committee. The following counties accepted the proposals of the committee, and institutes were held during the past autumn: Montgomery, Medina, Portage, Huron, Seneca, Miami, Sandusky, Champaign, Ashtabula, and Washington.

The number of teachers instructed at the institutes during the fall, in the above counties, was about eight hundred, making in all about fifteen hundred who have attended institutes during the past year in connection with the State Association.

#### LECTURES TO TEACHERS.

In January last, the committee issued proposals for a COURSE OF LECTURES TO TEACHERS, on subjects immediately connected with their quali-

fications and duties, and the improvement of schools, to continue nine weeks, and be given in any county of the State where the friends of education would offer the most liberal inducements to the committee for the course. From all the propositions received, the offer from Huron county, pledging to the committee nearly five hundred dollars, with a suitable building, was deemed best, and the course was accordingly given in that county. About one hundred and twenty persons attended the course. As this enterprise is entirely without precedent in our State; and as many friends have doubted the utility and practicability of such a movement, the following editorial remarks from the Huron Reflector are inserted:

#### STATE NORMAL CLASS.

"Nearly five weeks have elapsed since the State Teachers' Association commenced the exercises of its first normal class at this place. If it may be viewed in the light of an *experiment*, the fruits of the enterprise thus far, in the estimation of all who have observed them, establish firmly its success. Teachers and citizens who have shared in the course of instruction here, unite in attesting its excellence.

"Our citizens have viewed with solicitude the progress of this class, and have witnessed its success with ardent gratification. The excellent deportment of the pupils, the talent and gentlemanly character of the instructors, and the admirable order of arrangements which has been pursued under the able supervision of Mr. Cowdery, have much enhanced the estimation, cordial as it was, with which they regarded the commencement of this enterprise."

During the summer, proposals were issued by the committee for another course, similar to the one in Huron county, to be given where the best offer should be made. The offer from Summit county was deemed best, and the course was given in that county during the months of September and October. The class numbered about sixty. Similar resolutions were presented by this class, and similar expressions of approval were given by citizens and the press.

#### REORGANIZATION OF SCHOOLS IN TOWNS.

Gentlemen who have been employed to conduct teachers' institutes, have invariably presented the subject of union schools in all the counties they have visited; and it is believed that important results have already grown out of their labors. Several towns have already adopted the plan of classifying the pupils, and bringing all the schools under one uniform and connected system, while others are making the preliminary arrangements to introduce the same general method.

#### PUBLIC SENTIMENT.

It is believed that there is a strong and growing public sentiment in favor of all practicable improvements in the system of education in our State. The committee have been sustained and encouraged in the various efforts they have made the past year, by private citizens, teachers, and others, far beyond their expectations. In many sections of the State, it only needs to be known that a measure is really an improvement, and that it is practicable, and the means for introducing it are speedily provided.

The interest manifested by the citizens of Huron county, together with the very liberal contributions of ladies and gentlemen in Norwalk, to sustain the first course of lectures to teachers in Ohio, and the generous offers and contributions from various other counties to the committee, are proofs that the interests of common schools are not wholly forgotten.



## MISCELLANEOUS REMARKS.

In judging of the efforts and the success of the association the past year, it should be borne in mind that the association is altogether a *voluntary* one, depending on the spirit and energy of its friends for its existence and its usefulness—that during the past year all the preliminary arrangements for future progress were to be made, an acquaintance to be formed with teachers and others in all parts of the State, the precise objects of the association to be made known, and confidence inspired in the wisdom of the measures proposed, and the energy and integrity of the association to carry out faithfully whatever it undertook. It should further be remembered that all pecuniary means were to be *created* by those who undertook any important measure. Notwithstanding all the embarrassments which indifference to the cause, and ignorance of the existence and objects of the association have caused, the various measures undertaken have been, to some extent at least, carried forward. It should be further stated that no pecuniary embarrassment has occurred to those who have labored in connection with the association the past year. None have been made either rich or poor for the service they have rendered.

A number of gentlemen have, however, made sacrifices of salary for the time spent, or have labored for a trifling compensation for the time they were employed. All necessary expenses have been promptly met, and the committee has neither a fund nor a debt to transmit to its successors. The committee desire further to say, that a very important benefit has accrued to the association, and to the true interests of education in the State, from the trifling appropriation made by the Legislature a year or two since, to defray the expenses of a Teachers' Institute in several counties of the State. It is believed that no public fund was ever more faithfully, beneficially, or *economically* expended than this has been.

Institutes have, however, been sustained in a number of counties by the voluntary contributions of teachers and friends, where no such appropriation has been made.

In conclusion, the committee desire to commend the association to the teachers and friends of education in Ohio, believing that, though little has already been accomplished, much may yet be done for the schools of the State through its agency. Impressed with the conviction that the claims of the children of the State for a sound elementary education, for a multiplication of all the sources of rational enjoyment during the impressive years of childhood and youth, and for an early and continued development of a *sense of duty*, are equal if not superior to all other public claims; and that a complete knowledge of the means and influences to be used in restoring profligate, degraded, and abandoned youth, to a feeling of self respect, to a consciousness of integrity and purity, is of infinitely more importance to us and to our country, than all the achievements of science, or the inventions of the mechanic arts. Impressed with these truths, the association was formed and the labors of the committee undertaken. That a voluntary association, like our own, may do something, in future, to diffuse and put in practice these important truths, we think none need to doubt. That it may be eminently useful, always commanding the confidence of its friends and the public, we earnestly and confidently hope.

M. F. COWDERY, *Chairman*  
*Ex. Com. Ohio State Teachers' Association.*

Columbus, Dec. 28, 1848.

## LANGUAGE—No 2.

The English language contains forty-two separate sounds, thirty-eight of which may be regarded as elementary or simple, and four as compound sounds. Of these, seventeen are vocals, fifteen sub-vocals, and ten aspirates. Sounds formed by the same organs are called cognate or correlative. The first nine aspirates have their cognate sub-vocals arranged opposite them. H has no cognate sub-vocal.

The following is the arrangement of these sounds, as presented in the Editor's

## SCHOOL CHART OF ELEMENTARY SOUNDS.

VOCALS.		SUB-VOCALS.		ASPIRATES.	
Element.	Example.	Element.	Example.	Element.	Example.
Ā	Ale	B	Bay	P	Pay
Ä	Are	D	Day	T	Tay
A	All	J	Jay	Ch	CHa
Ä	Am	G	Gay	K	Kay
Ä	Air	V	Vie	F	Fie
E	Eel	TH	THy	TH	THigh
Ē	Ell	Z	Zo	S	So
I	Isle	ZH	ZHo	SH	SHow
Ī	Ill	W	Wo	WH	WHoa
Ō	Own			H	Hay
Ō	On	Y	Yea		
Ū	Une	L	Lay		
Ū	Un	R	Ray		
ŌŌ	ŌOze	M	May		
ŌŌ	sŌOn	N	No		
OI	OIl	NG	riNG		
OU	OUr				

For each of these forty-two sounds we need an appropriate character or representative; and there can be no question that the difficulty in learning to read and spell the words of our language would be almost entirely obviated by adopting an alphabet containing a letter for each sound.

## YOUTH'S DEPARTMENT.

## MORAL INSTRUCTION.

'My son,' said a mother to her child, taking up a paper, 'I wish you would read this article upon moral instruction to me.'

'Mother,' returned the boy, 'I do not understand any thing about moral instruction. Such pieces are so dull, I wish you would not ask me to read them.'

'Dull, my child? You should not say so. They teach you how to live.'

'So you say, mother, but I cannot see how. They never fit any case I am in. I wish you would give me all the moral instruction I need. Perhaps I could understand you.'

'Very well, my child, if you will tell me what has been your conduct in school to-day, it may be that I can draw a lesson of moral instruction from it which you will understand.'

'Well, mother, the first thing, after I went to school this morning, the teacher asked me to bring in some wood and put it into the stove. There was another boy standing near, and I thought he ought to do it, though I did not dare to say so. I went for the wood, but was so vexed that I did not feel pleasantly until I forgot it, which was more than half an hour. When the arithmetic class was called to recite, I knew my lesson, but the teacher gave me the most difficult part of the lesson to recite, and so I re-

ceived a lower mark than any one in the class. It was not right for the teacher to do so. I was displeased; and when I went to my seat did not wish to study. I opened my book, and contrived to look as if I was busy learning my lesson, but I was not, and the teacher did not find it out.'

'Stop, my son, you need not go any farther. Here is quite enough. The teacher asked you to bring some wood; you thought another boy ought to do it. Here was *selfishness*. You were vexed for half an hour. Here was *anger*. In the arithmetic lesson there was one part more difficult than the rest. Some one must have that part, and why not you? You blamed the teacher, and was displeased because your class-mates received higher marks than yourself. Here were *injustice* and *jealousy*. Afterwards, when you should have studied, you pretended to do so, but did not. Here was *deception* towards your teacher, and *ingratitude* to God.'

'How ingratitude to God?'

'You threw away a valuable gift which He at that moment held out to you.'

'What gift, mother?'

'Time, my son, more precious than the finest gold. But let me enumerate. Selfishness, anger, injustice, jealousy, deception, and ingratitude. What a list, and in what a short time. Of all this your teach-

er and companions had no knowledge. It was all done *within* yourself. You have an inner self and an outer self. The inner self was wrong, though the outer self appeared to do right. It is this inner part that you must watch and strive to make better, looking always to God for help. In the case of the wood, when the selfish feeling first sprung up within you, you were not to blame for it; you were to blame for *keeping* it. You should immediately have resisted it, and good spirits, messengers of God, who are always near you, would have come to your aid, and the bad feeling would have been sent away, and a kind and heavenly feeling imparted in its stead. Then, you can see, you would not have had the *next* wrong feeling, anger, because there was no place for it.

'In the arithmetic lesson, the *first* wrong feeling was in the thought that the teacher did wrong because he gave you the most difficult part of the lesson. Had you resisted that, and sent it away, immediately a better would have taken its place, and then jealousy could not have come in at all.

'When you deceived the teacher about studying, your inner self contrived a plan to make the outer self appear bright and beautiful, but forgot, or perhaps did not know, that, by that very act, a foul blot was made upon itself—a blot which all unseen spiritual beings around you can see—a blot which may never wear out.'

'I understand what you say, mother, but I never knew all this be-

fore. Is my inner self more important than my outer self?'

'Yes, my son. Only keep the inner part good and fair, and the outer part will require no attention. The one will certainly guide the other.'

'I think I understand this. But tell me, mother, did I make six stains upon my inner self this morning—one for selfishness, one for anger, and so on through the list?'

'You did, my son; but if in future you look carefully at your thoughts, and resist evil ones, and drive them out, good ones will certainly flow in from God, and the stains will disappear. Your inner self will then put on a bright and beautiful appearance, and will shine through and make your outer self bright and beautiful also.'

'Mother, I will watch and try.'

'Do, my son, and God, and good angels will help you. You will not labor alone.'

#### AUNT MINDWELL'S CHAT WITH THE CHILDREN.

'A happy evening to you, my dear children. So you have all come to have a half hour's chat with your aunt. How glad I am to see you, with your bright sparkling eyes and rosy cheeks. It makes my own heart young again, to think how gaily yours keep throbbing in your bosoms. Work, study, and play—this is the recipe for health and happiness, if with these you combine loving, truthful spirits.'

'But we were to talk about the world this evening, were we not, George?'

'Well, the last chat we had, we learned what the people once thought about the world; and then we talked about it as a neighbor to the other planets. You know we concluded that the stars were not at all selfish, but were ready to give light to others, as well as to receive it from them.'

'I think, if we look over the world a little, we shall see a great many things to convince us that there is a great and good Spirit that has planned the world for the very kindest purposes.'

'You all know something about geography. Will you tell me, Marcus, how many zones there are?'

'Five.'

'Well said. And now can you tell me what a zone is? A belt like Anna's did you say?'

'Well, a zone does mean a belt. Now the surface of the earth is divided into five zones, or belts, in order to mark the different degrees of heat and cold. Of course you can all tell me the names of the zones, and the kind of weather that usually prevails in each. But there are some curious things that I should like to have you observe.

'Though the world was chiefly designed for the habitation of man, yet, as you have learned, all parts of it do not seem to us equally agreeable. Away in the Torrid Zone, we think that the intense heat would be very distressing, and in the Frigid Zone, we are sure we should perish from cold.

'In our ignorance, we imagine that the Temperate Zones are the only parts of the world really fit for

habitation; and we often pity the poor African, who lives under the burning heat of the Torrid Zone, and imagine that he must be very wretched. When we think of the little children in Iceland, it makes us almost shiver. We wonder if they can ever be glad some like children here, and frisk and skip about like young lambs.

'I think I must tell you a short story. When I was a little girl, about as old as Celia, I used often to see a very old colored man pass along the streets, and sometimes he would call at my father's house and ask for some dinner. He was called Old Jack. When he was about six years old he was stolen from Guinea, in Africa; and though he had been from there almost seventy years, yet he could remember and describe the country as well as though he had only just left it. He used to say, "There is no country so good as Guinea. The trees there grow so large, and make such beautiful shade, and the grass is so green! O there is no land so bright as Guinea."

'I heard him tell it till I thought it must be the finest place in the world, except that where I had always lived. That, I was sure, was the best spot in the world. But I think if you could see it, you would call it a poor rocky country, and would tell me that it was not at all to be compared to Ohio.

'I remember to have read accounts of the people in Iceland.—They often sing, "O Iceland is the best land that the sun shines on." So you see, God, in his wisdom, has

made us in such a manner, that we love the spot where we live best of all lands.

'If we live in a cold country, cold becomes agreeable; if we live in a warm country, then the soft atmosphere, and the bright sunshine, seem to be the most pleasant things imaginable.

'When I was a little girl, I often wondered how the poor people in cold countries could live without apples and cakes, and pies. I presume you have often thought about it. Can some of you tell me what kind of food they usually have?—Very well, my little Martha. "Fat fish and bear's meat" is about all that they can get. But if they get enough of these, they never think of asking for anything better.

'Now, my dear children, I suppose you think this is because they are not like you. You are sure you could not relish a bit of fat seal, nor a slice of bear meat. But I will tell you what an English gentleman said about it. He was the captain of a very fine ship, and was for some time in the Arctic Ocean and Baffin's Bay. While he was there, though he had never even loved pork at home, he said that he and his men loved the clear fat meat better than any other food. He was quite a philosopher, and came to the conclusion that in a cold climate people need to eat fat meat to keep them warm.

When he came back from the Arctic Ocean, he was ordered to go directly to the West Indies. When they got into the warm seas again, they could not eat fat meat. They all felt as though they would like fruit. So the captain, thinking that they relished it because it was most healthy for them, allowed them to eat the fine fruits of the torrid zone, such as the orange, the lemon, and the pineapple. He found that he was right, for all his men kept healthy.

'Now if he had given them fat meat to eat in the warm country, or fruits only in the cold, most likely they would all have sickened and died.

'Now I have talked with you about this to make you all little philosophers. I want you to watch and think. Try to see what laws God has made for our happiness.—We suffer a great deal of sickness and sorrow, because we neglect to see what arrangements have been made for our benefit. Some people think that the world was not always so divided by zones, and that if its axis were brought into a certain relation to the sun, it would be like spring, all over the earth, the whole year. I do not know all about this yet; but there is one thing I do know—little children that keep love and duty in their hearts, all the time, will feel happy whether they live in the Frigid, Temperate, or Torrid Zone.'

#### THE UNITED STATES.

There are now thirty States united under one government, and called the United States of America. Of these, fifteen are free, and fifteen slave States. These States are usually spoken of in four divisions, namely: six eastern States, Me., N. H., Vt., Mass., R. I., and Conn.; four middle, N. Y., N. J., Pa., and Del.; ten southern, Md., Va., N. C., S. C., Ga., Fla., Ala., Miss., La., and Texas; ten western, Mich., Wis., Iowa, Ill., O., Ky., Tenn., Mo., and Ark. Of these the six eastern States, the three middle States, and the six western first named, are free States, while Del., all the southern, and the last four of the Western States, own slaves.

On the 4th of the present month and the length of time for which it will be sixty years since the establishment of our government; each served?  
 during this period eleven different persons have held the office of President, five of whom held it for eight years, five for four years, and one for only one month. Will all our young readers learn the names of these Presidents, and their order,

Scholars, will you please write down 12,345,679, and multiply it by nine? What is the product? Well, now tell me by what numbers you would multiply it that the figures of the product may all be twos, threes, fours, fives, &c., or nines?

### SELF IMPROVEMENT.

The importance of vigorous efforts for self-improvement, can hardly be urged too frequently upon the attention of teachers. Whatever a teacher's previous attainments may be, whatever the advantages he has enjoyed, or the amount of experience he may possess, he can rarely, if ever, succeed in teaching well, in awakening to a proper extent all the energies of the minds of his scholars, unless his own mind is daily stimulated by the acquisition of knowledge, by the perception of new truths, or the application of truths and principles previously known, to facts and phenomena with which they had not before been supposed to have any necessary connection; and unless he is sustained and inspired by that consciousness of intellectual power which the habitual and vigorous exercise of his several faculties alone can impart. It is true that few teachers find much time which can be devoted, uninterruptedly, to the work of self-culture; but no one is so busily occupied, or so unfavorably situated, as to be entirely deprived of the luxury of a few minutes, at least, each day, which may be occupied in this delightful employment. A portion of this time should be spent in becoming more familiar with the branches he is teaching, a part in acquiring general information, a part in efforts to improve his modes of imparting instruction, of interesting his scholars in their studies, and his methods of discipline; and a part should be regularly occupied in a rigid examination of himself, of his principles, motives, habits, conduct and manners, for the purpose of learning his defects, of discovering the causes of his failures and successes, and thus preparing him, intelligently and conscientiously to discharge all his varied duties, both to his pupils and his employer, to himself and to society.

In regard to the several studies pursued in school, the teacher should aim to look over, beforehand, every lesson which is assigned. Not only in arithmetic, grammar, geography, and higher studies, is this desirable, but an exercise in spelling or reading can be better and much more successfully conducted, when the teacher can, without opening a book,

question the class upon the contents of the lesson, and thus shows that he considers it of sufficient importance to deserve his study and attention. But the importance of this acquaintance is still greater in the studies of all the older and more advanced classes. No teacher who can not question and instruct his class upon the lesson they are reciting, or step to the black-board and explain or illustrate any part of it which may need elucidation, without looking at the book, can be called a teacher in the appropriate application of the name. He who would become a thorough teacher, must therefore study the lessons as regularly as he expects his scholars to do it. If the text-book used is new, or one to which he has not been accustomed, this is the more necessary; but however familiar it may be, nothing is lost by at least looking over the lessons from day to day. It was remarked by an able professor, in a New England college, who had held his chair and instructed in the same branches for thirty years, that he had never met his classes a single time, without previously reviewing the lesson of the day; and that he never thus reviewed a lesson without obtaining a clearer understanding of it himself, or being reminded of some new fact or principle connected with it, and thus becoming more interested in the subject of it, and better prepared to teach and illustrate it to the class.

It should therefore be the aim of the teacher, first, to become thoroughly acquainted with all the text-books he uses; second, to read and compare as many others on the same subject as possible. And here it may be remarked, that hardly a book can be found, on any one of the branches taught in our schools, from which the teacher cannot obtain some valuable hints.

This number contains less than the usual variety, but the School Act and the Report of the Executive Committee of the State Teacher's Association, are of such importance, that it was deemed proper to present them at the earliest day possible.

#### NOTICES OF BOOKS, &c.

BURRITT'S GEOGRAPHY OF THE HEAVENS, and Astronomical Class Book of Astronomy, accompanied by a Celestial Atlas. Revised and corrected by O. M. Mitchell, A. M., Director of the Cincinnati Observatory. Cincinnati: H. W. Derby & Co., 1849.

CLASSICAL SERIES, edited by Drs. Schmitz and Zumpt: P. VIRGILII MARONIS CARMINA; and SALLUSTII CATALINA et JUGURTHA. Philadelphia: Lea & Blanchard.

A MANUAL OF NATURAL PHILOSOPHY, compiled from various sources, and designed for use as a text-book in High Schools and Academies. By John Johnston, A. M., Prof. of Natural Science in the Wesleyan University. Philadelphia: Thomas, Cowperthwaite & Co.

TALBOTT'S NEW ARITHMETIC—The Scholar's Guide to the Science of Numbers, containing the Prussian Canceling System, and other important abbreviations, adapted to the use of common schools, academies, and private students. By John S. Talbott. Cincinnati: J. A. & U. P. James, 1849.



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**T**HE Board of Education of New Lisbon, Ohio, being about to organize the schools of that town, under the provisions of the "Akron School Law," wishes to employ a suitable person as principal of the Grammar School, and Superintendent of the Primary Schools in said town. The Board will allow as liberal a salary as the state of its finances at the introduction of the system will justify, which will be afterwards increased, if the principal chosen should elevate the character of the schools to that of those already in operation under said law in other places. Applicants will be required to produce testimonials of moral character and capability of teaching the several branches necessary to a complete English education. Persons desirous of such a situation will be informed of the terms on application to the secretary of the board. The testimonials of applicants will be examined, and a teacher selected, on the 10th day of March next, as the schools are to commence on the first of April. By order of the Board,  
Feb. 7, 1849.

JOHN CLARKE, Sec'y.

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### THE OHIO SCHOOL JOURNAL--Vol. IV.

THIS JOURNAL is published, monthly, in octavo form, each number containing twelve pages, besides notices and advertisements of books. It is devoted to the promotion of popular education, and contains articles of interest to teachers and school officers, to parents and the family circle, and will, hereafter, contain a department for the special benefit of scholars attending school or children and youth who are anxious to improve their minds at home; and, being printed in a form convenient for binding, will be found an interesting paper for monthly reading and a valuable work for future reference.

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# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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[No. 4.]

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## REPORT UPON UNION SCHOOLS:

The following report was prepared in accordance with a resolution adopted at the last Annual Meeting of the State Teachers' Association. It is not as full as the committee could have desired, still it contains much information which has not heretofore been accessible, and will, it is hoped, do something toward arousing public attention to the importance of establishing good public schools in towns and villages.

Educational and other papers in the State are requested to copy the report, and communicate such additional facts as they may have at command.

HON. S. GALLOWAY,

*State Superintendent of Schools,*

*And President of the State Teachers' Association.*

The undersigned committee of the State Teachers' Association respectfully report as follows:

It is a well known fact that in most of the towns and villages of this State where classified public schools have not been established, there are few, if any, good school houses, that the teachers employed are generally poorly paid and often entirely incompetent; that the scholars attend irregularly and derive but little benefit from their attendance; that school officers and citizens take but little interest in the schools, and that the better class of families, including nearly all who are able to provide for the education of their children elsewhere, and most, if not all of those who value the manners and morals of their children, feel compelled to stand entirely aloof from these schools and secure their education by sending them abroad, or by sustaining private schools, near home, at a heavy expense. The principal disadvantages attendant upon sending children abroad to attend school, are the removal of them from the care and guardianship of their parents, and their increased liability to sickness, arising from a change of residence, diet, and the habits of exercise to which they are usually accustomed in connection with household labors of some kind—and the heavy expenditure to be incurred for traveling expenses, tuition and board, to say

nothing of the increased expenditure for clothing and incidentals. These, it must be acknowledged, are material disadvantages, admitting that good schools are always found, and thorough instruction secured, an admission which cannot with propriety always be made.

The disadvantages connected with the private schools, known as select schools and high schools, as they have been conducted in years past, and are likely to be for years to come, are :

1. The buildings and rooms in which they are taught, having been more commonly erected for other purposes, are unsuitable and greatly inferior to those which can easily be furnished for a union school, or a system of public schools.

2. The teachers who establish, or rather commence, many of these schools are often utterly incompetent to manage or instruct them properly, being, not unfrequently, persons who cannot, for want of the necessary qualifications, secure employment in good common schools ; and the irresponsible nature of the schools and the transient character of the teachers, preclude the adoption of the necessary means for ascertaining the competency of the individual who proposes to teach, before he commences his school.

3. These schools are not permanent, hence no regular course of study can be prescribed, and no systematic course of instruction can be pursued.

4. In most cases, in order to make up a school of sufficient numbers, scholars must be received without any reference to their previous attainments, and must be allowed to pursue such studies as their own caprice, or that of their parents, may dictate ; hence it is not uncommon to find scholars studying natural philosophy or astronomy who do not know the multiplication table, or studying botany, geology, or rhetoric, without being able to spell the most common words, or to read, intelligently or intelligibly, a single paragraph in the English language.

5. Scholars are not unfrequently encouraged to be irregular in their attendance by being required to pay only for the time they attend school ; this, with the fact last named, prevents, to a great extent, the formation of regular classes, and precludes entirely the possibility of instructing them in such classes, (thus depriving them of the stimulus derived from being associated with their schoolmates,) and shortens the time which can be given both to the recitation and the explanation or elucidation of their lessons.

6. In every well conducted and thoroughly taught high school, the rates of tuition must be so high as to prevent the great majority of those who attend, from continuing at school sufficiently long to secure any thing like a thorough education.

These are a few of the more obvious disadvantages incident to this class of schools, without naming the difficulties arising from the frequent changes of school books and of the modes of instruction and discipline, or the idea so commonly acquired by those who attend them for a single quarter even, that they cannot afterward be profited by the instruction given in any common school, however competent the teacher may be.

To obviate these disadvantages, and secure to all who wish it the

opportunity for a thorough education, it has been supposed by many that the only method was to incorporate and establish permanent academies and female seminaries. But to do this, it has been found necessary to incur a heavy expenditure for buildings, library and apparatus; and the funds for this purpose can seldom be obtained, for the reason that the investment can never be expected to yield an income, since the avails of tuition in such institutions, however amply endowed, can never do more than to sustain the instructors and defray the incidental expenses; and in order to do this even, the rates of tuition must be from fifteen to twenty or twenty-five dollars per annum; and these rates of tuition will prevent the great majority of families in the places where these schools are located, from sending their children with any regularity or for any considerable time, and the expense of tuition and board must preclude all except the more wealthy, residing in other towns, from keeping children in the school longer than one or two quarters at a time.

After a trial of this plan for years, the opinion has become almost universal in the eastern States, and in many parts of our own State, that the only means of providing a respectable education for the great mass of the youth of a town, and that the best and cheapest plan for securing the same for those who are able to provide it at their own expense, is by establishing well regulated public schools, sustained during at least ten months in the year, and supported by a tax on the property of the town or district. These schools are divisible into two classes; Union Schools for moderate sized towns and villages, and the more densely populated country districts, and properly classified, or graded Public Schools for larger towns and cities.

#### UNION SCHOOLS.

The schools known by this name in many parts of our own and other States are common schools, generally formed by the union of two, three or more districts, the inhabitants of which unite in building one large school house for the accommodation of two, three or more departments. Where these schools have been established it has been customary for the people who wished to unite for the purpose, to secure an act of the Legislature for consolidating their districts, electing a board of directors and levying a tax for building a house sufficiently large to accommodate all their pupils. One thoroughly qualified male teacher is employed as principal of the highest department and superintendent of the whole school, and the lower departments are instructed mainly by female teachers. The scholars are divided, according to their advancement, into three or more departments, known as the primary, secondary, and senior or grammar school departments, in each of which a systematic course of study and a thorough course of instruction in all the common English branches is pursued; and to these is added, when practicable, a high school, in which the higher English branches, mathematics and the languages are taught.

Under such an arrangement, it will be readily seen that if a school has only three departments, it will furnish to those who complete the

course of study, a thorough common school education ; and, if a high school is added, it may easily be made to afford all the advantages of an academy or female seminary.

#### ADVANTAGES OF THE SYSTEM.

1. Wherever this system is adopted it secures the erection of a spacious school house, eligibly located, constructed throughout with reference to the comfort, improvement, health and morals of the pupils, a source of pleasure to the beholder, an ornament to the town, to which every citizen may point with honest pride, and in the privileges of which every parent may feel that his children have a rich inheritance.

2. It prevents the necessity for employing any but competent teachers, since none can find employment without presenting satisfactory testimonials of character, ability and experience, and undergoing a rigid personal examination, and the teachers, when selected ; are furnished with ample opportunities for continued improvement, both in respect to their attainments and their modes of instruction and discipline.

3. The board of directors prescribe definitely the course of study to be pursued, and the books to be used, in each department, and require the scholars to pursue this course to the exclusion of all other branches, thus securing entire uniformity in the school books, and all desirable uniformity in the modes of instruction and government adopted.

4. All the scholars are classified with reference to their attainments, thus enabling each teacher to instruct a larger number of scholars, and to accomplish much more in a given time than could be done without this arrangement, and at the same time furnishing to the pupils one of the strongest inducements to become thoroughly qualified for promotion from the class or school in which they belong to one of a higher grade, while it prompts the teachers to fidelity in the performance of all their duties, since the want of thoroughness cannot fail to be detected when their scholars are examined for promotion, if not before.

5. Instead of three or four ordinary district schools, occupying as many small and ill constructed tenements in different parts of town, containing scholars of every age, from four to twenty-one years, and taught by different teachers nearly every quarter they are in session, the school thus established, classified and instructed, is a permanent literary institution, among whose instructors, and in whose general arrangements, changes need hardly be more frequent than in the best regulated academies and colleges, thus retaining its identity from year to year, and becoming a public institution in which every good citizen will feel a deep and abiding interest.

6. The discipline of such schools may be much better, and the government far easier than under almost any other system ; for while each teacher is responsible for the discipline of his own department, each may at any time refer to the principal in cases of doubt or difficulty, and all may have frequent opportunities for consultation. Be-

side, all the general regulations of the school are prescribed by the directors, so that the teacher becomes mainly an executive officer, and is, therefore, far more likely to be impartial in his administration than if the legislative, judicial and executive functions were all devolved upon him.

7. It is comparatively easy to furnish such a school with a library and all the apparatus and other conveniences needed to illustrate the branches included in its course of study.

8. Such a school can be made "good enough for the richest, and cheap enough for the poorest" family in any community, and will thus furnish to all classes the opportunity of giving to their children, without sending them from home, an education sufficient to fit them for any ordinary business, for the study of a profession, or to enter college.

9. If the room intended for the senior department is of sufficient size to accommodate a respectable audience, a union school will afford to the citizens of the place all the advantages derived from lyceums and single lectures or courses of lectures on scientific subjects, now enjoyed in the vicinity of academies and seminaries.

Besides these, there are numerous incidental advantages arising from the adoption of this plan. By having the different classes of scholars instructed in the same building, the younger pupils may be under the care and protection of their older brothers and sisters, or of older schoolmates, on the way to and from school. The teachers of the different departments, rising in rank one above the other, and all deriving their authority from the same directors, (who should frequently visit the school,) exert a most salutary influence upon the minds of the scholars; and the custom of assembling all the departments in the room of the principal, for the practice of vocal music, and for religious or other public exercises, has the most happy effect upon the minds and manners of all.

Under this system it is found that a teacher can instruct with success an average of about fifty scholars, hence, if the school contains three or four departments, each under a single teacher, the children of both sexes must occupy the same room in each department, and the school will number from one hundred and fifty to two hundred or more scholars. If the number of pupils is sufficient to require the employment of two teachers in each grade, the sexes can be separated if deemed desirable.

It is sometimes urged in opposition to this plan, that it brings together, in the same building, too large a number of scholars. But in practice it is found that this objection may be almost entirely obviated, and the difficulties anticipated, prevented, by having the yards and outbuildings, for the sexes, separate, and having the recesses of the different departments occur at different hours; when the sexes are taught in separate rooms the entrances may easily be made through their respective yards and on opposite sides of the building. In either case, as the teachers are required to be at their rooms some minutes before the time for opening school, and are not expected to leave till

all the scholars have left the premises, there is little opportunity for improprieties arising from this source.

**ADAPTEDNESS OF THIS PLAN TO THE WANTS OF DIFFERENT COMMUNITIES.**

Single districts, in which there are eighty or more scholars to attend school, may avail themselves of some of its advantages by employing, during the winter season, a competent male teacher and a female assistant to instruct the smaller scholars in a separate room, and, during the summer season, two female teachers. By uniting two districts and erecting a house of proper dimensions, one male and two female teachers may be employed in the winter, and three female teachers in the summer season.

But the peculiar benefits and advantages of the system cannot be realized till the school is made permanent by employing the same teachers during at least ten months in each year, prescribing a thorough course of study, and promoting the scholars from one department to another only as they shall have completed all the studies of the school to which they have belonged.

**EXPENSE OF ITS ADOPTION.**

It is admitted that the purchase of a suitable site, the erection, and furnishing of such a school house as will be needed for the accommodation of two, three, or four hundred scholars, must be attended by a heavy expenditure; but when this has been incurred, it has been repeatedly demonstrated, by experiment, that including the interest on the investment in building and grounds, the scholars can be instructed at less than half the usual cost of tuition under any system of private schools.

The actual cost of the site and building must of course vary with the circumstances in different places. In country districts a house containing three rooms can, probably, be built and furnished for \$1,000, or \$1,500. The cost of the Union school house in Perrysburg, intended for three hundred scholars, was \$3,000. The cost of each of the three public school houses in Columbus, containing six rooms, and intended for three hundred pupils, was not far from \$3,000, exclusive of the expense for site. The expense of the Union school house in Lancaster, which is fifty-six by eighty feet on the ground, two stories in height, and contains eight school rooms for fifty scholars each, was \$6,000; for site, (two lots,) \$800, for building and furniture, \$5,200. The Union school house in Massillon, ninety by sixty feet, and three stories in height, cost about \$7,000, exclusive of the site, which was a donation. The Union school house in Lyons, New York, is sixty-six by one hundred and eight feet, three stories high, and capable of accommodating six or seven hundred scholars, "the whole expense for site, building, furniture, blinds, well, bell, fences, furnace, library, and apparatus, does not vary much from thirteen thousand dollars."

The salaries of teachers must necessarily vary in different places. In country districts and smaller villages, a good Principal of a school



of three departments may be secured for three or four hundred dollars per year; in larger places a competent Principal should receive five or six hundred, and a thoroughly educated teacher, capable of instructing the High School, should command from six or seven hundred to one thousand dollars. The salaries now paid to female teachers in different places, in Ohio, where Union schools or well regulated public schools have been established, vary from two to seven dollars per week. In the schools of Cleveland, they are paid from two to five dollars per week; in Columbus, primary teachers receive \$160 per year, and secondary teachers, \$200; in Cincinnati, the different grades of teachers receive from \$192, to \$336, and in Massillon from \$200 to \$400 per year. The salary of the teachers of the Senior or Grammar schools in Columbus, is \$400; in Cleveland, \$440; in Cincinnati, \$600. The salary of the Principal of the High School in Cleveland, and of the Superintendent of schools in Akron, is \$500; that of the Principal of the Union school in Perrysburg, and of the Principal of the Boys' school in Zanesville, \$600; of the Superintendent of the public schools of Sandusky city, \$700; of the Principal of the Massillon Union school, and the Superintendent of schools in Columbus, \$800, and the present salary of the Principal of the Central School in Cincinnati, is \$1,500.

It may here be remarked that it has been found economical to employ, at a liberal salary, a Superintendent, or principal teacher, of extensive and varied attainments and large experience, and that under the supervision of such a principal, and enjoying opportunities of witnessing his improved modes of instruction and discipline, and receiving his advice and counsel, teachers of ordinary abilities and advantages may succeed very well, and that such teachers may well afford to labor at a moderate salary, in consideration of the benefits they will derive from being associated with one so much more experienced than themselves.

The cost of tuition will depend upon the salaries of teachers, and the regularity of the attendance of pupils. The average price of tuition in the several schools of Cleveland, for the last year, was \$3.96; in the schools of Columbus, \$5.25; in those of Cincinnati, \$7.00; in the Union school at Massillon, it is not far from \$6.00; in the Public schools of Philadelphia, employing 631 teachers, instructing more than 40,000 different scholars, and an average of about 35,000, the average cost of education, including tuition, books and stationery, was \$6.49, and including the interest on \$750,343, (the amount which the city and county has invested in real estate for school purposes,) the cost was \$7.15 per scholar.

From a table of the expenditures for Public schools in more than twenty eastern cities, now lying before us, it appears that the lowest average cost of tuition is \$5.66, and the highest \$14.66; and it is estimated that the cost of instruction in private schools, in each of these cities is from two to three times as great as that incurred in the public schools.

This great reduction of the price of tuition is effected, mainly, by employing female teachers in all the lower grades of schools, and as

assistants in some of the higher departments. Experience has shown that they are, generally, far more successful in teaching and governing young children than male teachers, and that under a well regulated system they succeed equally well in many of the higher departments of instruction, while their services can be secured at one-half or less than one-half the cost of tuition, in the same branches by male teachers.

Some idea of the extent to which females are employed in public schools may be gained from the following facts: Of eleven teachers in the schools of Akron, ten are females; of twenty-one in Cleveland, only five are males; of twenty in Columbus, six are males; of one hundred and twenty-seven in Cincinnati, thirty-five, or a little more than one-fourth, are males; of an aggregate of more than fifteen hundred in the twenty cities before named, only one-fourth are males; and of six hundred and thirty-one employed in Philadelphia, eighty, or a little more than one-eighth, are male teachers.

All the incidental expenses may be reduced in a similar manner by purchasing fuel, and all the supplies needed, in large quantities, and at times when prices are low. A similar course may be pursued in regard to school books. The Directors having decided upon the books to be used, may make arrangements with the publishers, or others, to supply them at the lowest possible rates, and have them sold to the scholars at cost; or they may be purchased from the public fund, as in Philadelphia, where the average cost of books and stationery was, during the last year, only eighty-three cents for each scholar.

The amount of the tax which will be needed in addition to the State School Fund, in order to sustain the schools of any town or village during the year, will seldom exceed three mills on each dollar of taxable property. The sum levied for the last year in Columbus, was four-fifths of one mill; in Akron and Cincinnati, two mills on the dollar. In places where it was deemed inadvisable to supply the deficiency of the State Fund by a tax, a tuition fee varying from fifty cents in the lowest, to one dollar and fifty cents or two dollars per quarter in the highest department, has, in some instances, been charged by the Directors, for each scholar whose parents are able to pay it. But it is confidently believed that public schools can be most successful, and the education of all the youth of a community be most effectually secured in schools entirely free, so that every parent may feel that not a penny can be saved, though much may be lost by keeping a child from school, (when not absolutely necessary,) for a quarter or even a single day; for it is to be feared that where this is not the case, there are parents in almost every community who will, for the purpose of saving the tuition fee, however small, withdraw their children from the public school, or rather transfer them from this to the street school, and there can be little question that the instruction there received, is, in the end, far the most expensive tuition for which any community is ever taxed.

In this connexion it should also be remarked, that where Union Schools have been established and conducted on a liberal scale, in

sections of country not supplied with good Academies, they have frequently been able to realize, from the tuition of scholars from abroad, a fund fully equal to the interest of the sum invested in real estate. Of this a single example must suffice. From the last report of the Union School in Lyons, N. Y., it appears that the school numbered, during the year, one hundred and thirty-three different pupils who paid a tuition fee of \$15.00 per year; if one hundred of these attended regularly, their tuition would be \$1,500, while the interest on \$13,000 at 7 per cent. is only \$910. But where this is not the case, it may easily be shown that the money invested in buildings for good Public Schools, is soon virtually refunded to the community by the saving of expense for tuition, which they effect. By a late report of the Public Schools in Providence, R. I., it appears, from reliable tables of statistics, that these schools have, since their complete organization, provided instruction for all the youth of the city at an expense less, by \$10,000, than the cost of tuition had previously been in private schools. A similar table shows that the Public Schools of Salem, Mass., effect for the city a saving of \$12,000 per year.

But it may be said that the cost of buildings, and the annual tax for supporting such schools, must be paid mainly by a few wealthy individuals, who receive in return no direct benefit from the schools. To this it may be replied, without dwelling upon the increased security of property and person in a well educated community, that the tendency of establishing good schools in any place, will be to increase the activity and enterprise of its citizens, and to lead others, not only laborers, but persons of fortune who have families to educate, to make it their residence; the legitimate result of this will be to increase the value of real estate, to raise the price of rents, and thus to remunerate the tax payer. In proof of this, we quote the following: The President of the North Western Educational Society, Wm. B. Ogden, Esq., stated some months since, that "he was intrusted with the sale of numerous lots in the city of Chicago, belonging to non-residents, and that he sold hundreds more, and fifty per cent. higher than he could have sold but for the free public schools of the city." In a debate on this subject in the Legislature of Rhode Island, the Hon. Mr. Potter remarked: "I am in favor of establishing schools. I know how beneficial free schools have been to this town (Providence). The houses here rent for fifty per cent. more than they would if there were no public schools. A mechanic can afford to pay it because he more than saves it in educating his children. It is owing to this that the town of Providence has been getting away the population from the rest of the State."

In conclusion, it may be remarked that all the arguments here offered in favor of the establishment of Union Schools, apply with equal force in favor of classified Public Schools in towns or cities too large to be accommodated by a single school; and that the benefits of a Free High School are greater and more apparent, in places sufficiently large to warrant the erection of a separate building for this department.

Respectfully submitted,

Columbus, January, 1849.

A. D. LORD,  
S. S. RICKLEY,  
H. H. BARNEY, } Committee.

## DEDICATION OF THE UNION SCHOOL HOUSE AT PERRYSBURG.

It is with no ordinary feeling of pleasure we place before our readers the following description of the above named dedication, and we can only regret that the conspicuous part the writer, F. Hollenbeck, Esq., has acted in connection with the establishment of the school, prevented him from detailing more fully some of the exercises.

It is earnestly to be hoped that this will not be the last school house dedication which will be celebrated in Ohio. We learn that the new Union School House, at Xenia is to be opened with appropriate ceremonies, and trust that the people of Lancaster will not fail to follow the example. What town shall we place next on the list?

DR. LORD:—The following is a brief description of our "school house dedication:—"

The two spacious upper rooms of our school house were thrown into one, and that was crowded to its utmost capacity, by a general turn out of our own citizens and by persons from abroad. The exercises were commenced by the singing of a New Year's hymn by a choir of youth, who had prepared themselves for the occasion; then a prayer, by the Rev. H. C. Skinner, which was truly eloquent and appropriate; after which the dedicatory address by Rev. A. Smyth, of Toledo. This production could not fail to fulfil the most sanguine anticipations of the reverend gentleman's most ardent admirers. It abounded with a mass of valuable satistical facts; great and momentous moral truths; clear and unquestionable argument—the whole adorned and enlivened by an admirable vein of pleasantry and humor. After the address, a dedicatory hymn, prepared by E. Olney, one of our teachers, was sung by the choir. After the hymn, your humble servant addressed the audience, his subject being "The Teacher's Calling." Then followed the singing of a song entitled "Education."

The President then introduced to the audience Prof. A. D. Wright, from Brooklyn, N. Y., who had been engaged by our directors to act as Principal and Superintendent of our Union School. He spoke briefly, but his remarks were highly practical and directly to the point, and their effect has been most salutary and useful upon our community. When Mr. Wright concluded, the President introduced Mr. J. N. Knapp, of New York, who had that day donated to our school 180 volumes of valuable class-books.

Then Mr. Knapp's speech, human ingenuity could not have contrived a better or more fitting finale to our proceedings. He is a devoted friend of popular education, deeply imbued with the lofty spirit of this noble enterprise, and he threw his whole soul into his words, which thrilled through the audience and stirred a fever, upon this subject, in the hitherto cold and sluggish blood of our citizens. His spirit-stirring appeals yet ring in my ears, and his remarks are still, almost daily, the subjects of encomium by the friends of education here. When Mr. Knapp concluded, sundry appropriate resolutions were presented and adopted; after which the benediction by Rev. J. H. Newton. But the people did not leave. The choir had reserved a lively, exhilarating song, to sing as the audience should be leaving. As the dense mass

arose, the little fellows commenced, and at once every foot was nailed to the floor, until the last note died upon the air.

Perhaps I could give you no better or clearer conception of the interest excited that evening, than to mention the fact, that the audience, large as it was, sat on hard benches *four* hours, without a single individual leaving, and without a single indication of weariness or inattention.

The effects of that evening's proceedings are beyond estimate. It aroused the right feelings in the hearts of our citizens, and they now entertain the high ambition, not only of sustaining a good school, but of having the best in the State. It is a noble ambition, and Heaven grant it may be fully gratified. Do you not think it was good to be there, and that we had a glorious time of it? For aught I know, this was the first "school house dedication" in the State. Why can they not become fashionable and popular? The effect can be good, and good only.

Our school is now in the full tide of successful operation under the superintendence of Prof. W., aided by two male and two female assistants. One of the male assistants was a pupil in the normal school at Albany, and he has charge of the primary department of our school. We look upon this department as of greater importance than either of the others. I presume you agree with us in this.

Before our school commenced we anticipated about 240 pupils, instead of which it already numbers about three hundred, and the cry is "still they come." We have quite a number from abroad, who have come to reap the advantages we have prepared for them. Let them come and we will do them good.

The Professor has also a respectable number who are preparing themselves for the teachers' high and responsible vocation. In this department, I believe, his labors have heretofore been crowned with eminent success, and I trust the same good fortune may await him here. It is in this direction that I anticipate the greatest good from his services, for certainly there can scarcely be a spot where good teachers are more rare than in this wooden corner of our State.

Several articles intended for this number are omitted to make room for the report on Union Schools.

## YOUTH'S DEPARTMENT.

### TO OUR YOUNG READERS.

Well scholars, winter has passed away and spring has again returned with sunshine and showers, with the hum of bees and the song of birds. The winter school, too, has closed, and you are now, most of you, enjoying the spring vacation; some at your own pleasant homes, some with your playmates or cousins. This is as it should be. We trust you have all tried to improve your time well during the winter; and we know that none can enjoy the pleasures of vacation like those who have studied hard during a whole term. But vacation will soon be gone, and we hope that many of you will then be permitted again to return to the duties of the school room. We have many things which we wish to say to you when time

permits; but for the present, we must ask your attention to the pleasant "chat" which follows, and the somewhat grave, but equally pleasant and profitable article on moral instruction, from a most excellent friend of yours, who has not yet given us her name, though we are very sure that every one of you would like, not merely to be introduced to her, but to be related to her quite as nearly as you feel related to Aunt Mindwell.

#### AUNT MINDWELL'S CHAT WITH THE CHILDREN.

'A merry greeting to you this pleasant evening, my dear little friends. All well and happy, I see, with eyes that shine like stars, and lips and cheeks so like spring roses.

'I see you are in the right mood for it, so we will talk a little about some very great matters—such things as you will be called to act about, when you get to be men and women.

'Can any of you tell what keeps the planets in their orbits round the sun? Why do not they fly off in a straight line, instead of moving right on in the same track, year after year?

'Charles can tell, he is quite a little philosopher.'

'Attraction.'

'Very well said. It is a principle that is altogether essential to the existence of the universe.'

'If it were not for attraction, the planets, and the fixed stars too, would be darting off in all directions, I was going to say, but that would be hardly correct. In fact,

there could be no large bodies in existence, if it were not for attraction.'

'Emma, can you tell what would become of our world if there were no attraction?'

'Right, my dear. It would all fall to the finest dust.'

'Now, my little friends, I have talked with you about this for a higher purpose than you can guess.

'God not only made the world, but he made men to live in it; and he created them with a principle in their hearts very much like attraction. That principle is love. It makes all move around together, receiving and giving blessings.—God is the great spiritual light of the thinking beings that he has created, just as the sun is the light of the planets. And men and woman, and children too, if they will act upon the principle of love, will be to each other like stars.

'You know where the moon and the planets get their light, that makes them so bright and beautiful at night, do you not, Mary?

'Yes, from the sun, truly. The sun shines on them, and they shine on us. O, what a beautiful lesson of love! You see we need their light in the night, when the sun is hidden from us, and they joyfully give it to cheer us in the darkness.

'Now God has arranged the world in such a manner, that it is for our highest good to live in love with all.

'You know we were talking about the different zones into which the earth is divided. We found, too,

that the productions of the earth were as unlike as their warmth.

'Now, I wish you to take your geographies and see what each country produces. Some produce grain in great abundance, others are best suited to pasturage—in some there is a great deal of fruit, in others they can collect great quantities of furs. Now, though we can live with a very few comforts, as we find that the poor Esquimaux do, still we are much happier to be able to get many things that we cannot find in our own country. Now, if we are kind and neighborly to other nations, they will be glad to buy a great many things of us; and we can in return buy many things of them for our happiness. But if we go to war, and try to injure them, instead of getting from them a great many pleasant things, they will refuse to trade with us. So you see that in injuring others we are sure to bring evil to ourselves.

'Now, my little lads, I wish you all to remember these things when you come to be men, and help to rule the nation. Then you will say, we will have no war, and unkind actions towards any of the nations that God our Heavenly Father has made.

'And now, my dear girls, remember to pay more honor to those who seek peace, than to the soldier who goes from home to make other hearts desolate.'

#### MORAL INSTRUCTION.

'Mother, I have tried to-day to watch my inner self, and keep it

bright and fair; and sometimes I succeeded and sometimes I did not. Charley Jones knocked my hat down on purpose, and a thrill of anger shot through me, and I was about to strike him, when I thought of what you said, and drove the wrong feeling away, and instantly I was happy. Charley was surprised when he saw that I was not even angry, and looked sorry for what he had done. While my class in mental arithmetic was reciting, the teacher told me that I was inattentive. It was true; but as there were two ladies and a gentleman present. I was displeased because I was thus pointed out, and, at first, I thought I would continue to be inattentive, to show them that I was not to be forced by the teacher. But no sooner was this thought formed in my mind, than something within seemed to whisper: 'here is another spot,' and I immediately compelled myself to be attentive.— Oh, what a happy, pleasant feeling came over me in an instant. I turned a look of love towards my teacher, for I felt like loving every body then, and met such a kind and joyful expression, that I could hardly forbear speaking out my happiness. That would have been wrong, you know, so I resisted the desire, but I kept up my attention during the entire recitation, and went to my seat a happy boy.'

'My son, you did right, and you give me great joy; but tell me in what cases you failed.'

'You will blame me, mother, and this makes me wish to conceal them from you; but I will not. I will

compel myself to confess them.—Mother, I have told two falsehoods to-day.'

'Falsehoods—falsehoods, my dear boy! Now indeed you distress me. How could you do so?'

'I will tell you. It is a rule of the school, and I knew it is a good one, that we shall not whisper or leave our seats without permission, and that we shall not ask permission unless it is very necessary. I wished to get a piece of candy which George Grant held up to me. I asked to leave my seat, and told the teacher it was necessary when, as you see, it was by no means necessary that I should have the candy. Afterwards I whispered, without permission, while the teacher was looking another way; and when asked, at night, if I had whispered during the day, I replied that I had not. I knew it was wrong, but I did it; and, mother, I am afraid I shall never learn to do right.'

'Son, you must begin to *compel* yourself to do right, not only *outwardly*, but *inwardly*, and in a short time it will not only be easy, but you will love to do so. If you will try to follow me closely, I will explain to you why it is that you find it so difficult to do right.

'Look up at the Sun; it gives heat and light to every object around you. It imparts bountifully to all. If the sun should say, 'I have given to others long enough; I will now keep my light and heat to myself.' Instantly every thing would become black, and stiff, and dead. Your body would freeze, so would mine, and so would those of all our friends, and indeed of every person living. Now this would take place

in the outer or natural world. But there is another world beside this. There is something within you which thinks. It is thinking now. There is something within me that thinks. It is thinking now. So there is something *within every person which thinks*. We call this thinking something, *spirit*, and every man, woman, boy, girl, and even little infants, each have a *spirit* within them. When we speak of *all* these spirits, we call it the inner or spiritual world. Now the sun gives heat and light to the outer world, but what gives light to the inner world? It is God. He is the sun of the spiritual world. He gives us love and truth, to operate upon our spirits, as heat and light do upon our bodies. Now, if a little child should say, 'I will not have any more of the heat and light of the sun—I will have heat and light of my own,' and should get into a deep cavern, and build a fire, and stay there twenty years, he would not grow fair and beautiful. So if you say, 'I will not have the love and truth that God gives, but I will have love and truth of my own,' and should light up your own love, self-love within you, your *spirit* could not grow fair and beautiful. This is just what you did in the two cases alluded to. God would have given you love to your neighbors, that is, love to your teacher and companions, and the truth flowing from that love would have made your spirit see and avoid what was wrong. But you lighted up a fire of self-love, and the light of that is always falsehood. This fire of self-love must be put out, and you must be warmed and enlightened by love and truth from God.'

'But, mother, how can I put out the fire of self-love?'

'You cannot do it alone, but God will help you when he sees you strive yourself to do it.'

[To be concluded.]



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These Works are sold by J. H. Rife & Co., Columbus; H. W. Derby & Co., Cincinnati; and by booksellers generally throughout the State, Feb. 1849.

### Notice to Teachers.

**T**HE Board of Education of New Lisbon, Ohio, being about to organize the schools of that town, under the provisions of the "Akron School Law," wishes to employ a suitable person as principal of the Grammar School, and Superintendent of the Primary Schools in said town. The Board will allow as liberal a salary as the state of its finances at the introduction of the system will justify, which will be afterwards increased, if the principal chosen should elevate the character of the schools to that of those already in operation under said law in other places. Applicants will be required to produce testimonials of moral character and capability of teaching the several branches necessary to a complete English education. The salary for the first year will be \$500. A female teacher will also be employed to act as assistant in the Grammar School. All applications to be made to the Secretary.

By order of the Board,

March 22, 1849.

JOHN CLARKE, Sec'y.

### Notice to Teachers.

**T**HE School Directors of Groveport, having erected a school house, forty by sixty feet, and two stories high, and being about to establish a school of three departments, wish to employ a competent male Teacher, as Principal of the Senior Department and Superintendent of the whole school. They will pay a salary of \$400, which may be increased as soon as a teacher has shown himself capable of conducting the school to their satisfaction. Applicants must present testimonials of good character, of experience and success in teaching, and of ability to teach the higher English branches, mathematics, and the Latin language.

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### THE OHIO SCHOOL JOURNAL—Vol. IV.

THIS JOURNAL is published, monthly, in octavo form, each number containing twelve pages, besides notices and advertisements of books. It is devoted to the promotion of popular education, and contains articles of interest to teachers and school officers, to parents and the family circle, and will, hereafter, contain a department for the special benefit of scholars attending school or children and youth who are anxious to improve their minds at home; and, being printed in a form convenient for binding, will be found an interesting paper for monthly reading and a valuable work for future reference.

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All orders and communications should be addressed to A. D. LORD, M. D., Columbus, O.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. IV.]

COLUMBUS, MAY, 1849.

[No. 5.]

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## OHIO STATE TEACHERS' ASSOCIATION.

The second Semi-annual Meeting of this Association will be attended in Springfield, on Tuesday and Wednesday, the 3d and 4th days of July next. The session will be opened with a public address by Hon. S. Galloway, the President, at 10 o'clock, A. M., of the first day. Several other addresses will be given during the session.

Reports will also be presented upon the best modes of teaching several branches of study, and upon other topics connected with schools and education. The following questions will also be discussed:

Would the interests of Schools and the cause of education be promoted by creating the office of State and County Superintendent of Schools?

Can Union Schools and Classified Public Schools be made to obviate the necessity for sustaining private High Schools and Academies?

Can a thorough professional education of Teachers be secured without the establishment of one or more State Normal Schools?

What action ought this Association to take for the purpose of securing a thorough revision of the School Laws of the State?

Any teacher or member of the Association who is anxious to present a Resolution or topic for discussion will please forward the same to the undersigned, or present it in writing on the first day of the session.

The Chairmen of the Committees appointed by the Executive Committee of last year, who have not reported, are earnestly requested to present their Reports at this meeting or to forward them, beforehand, to the Chairman of the Executive Committee.

The ease of reaching Springfield by public conveyances from the north, south, east and west, and the fact that the citizens of the place have generously offered to entertain all the delegates during the session, will, it is hoped, secure a large attendance of practical Teachers and active friends of education. Educational Societies and Teachers' Associations are respectfully invited to send delegates.

A full programme will be published as soon as the arrangements for the exercises are completed. Editors, friendly to the objects of the Association, are requested to copy this notice. By order, A. D. LORD,

Columbus, May 1st, 1849.

Chairman of the Executive Com.

### REPORT OF THE STATE SUPERINTENDENT.

The Annual Report of the State Superintendent of Common Schools, for 1848, was printed, and a few copies distributed just before the Legislature adjourned. The Report, with the Appendixes, forms a volume of some sixty pages, of which the Superintendent's Report occupies twelve pages. The topics of which it treats are arranged under the following heads:

1. Statistics of Schools as reported by County Auditors, &c.
2. An exhibit of the School Funds of the State.
3. The necessity of an entire revision of the School Laws.
4. The importance of establishing Normal Schools.
5. Encouragements to effort for the improvement of Common Schools.

The usual tabular statements of the statistics of schools in the several counties, and of the moneys apportioned, are added. The appendixes contain extracts from the Reports of County Auditors, the Reports of County School Examiners, a very full and interesting Report from the County Superintendent of Ashtabula county, the Annual Report of the Executive Committee of the State Teachers' Association, (which was published in the March number,) and the Report on Union Schools, published entire in the last number of the Journal.

From the tabular report, it appears that only fifty-seven of the eighty-five counties in the State are reported, and that the returns from many of these are far from being complete. The following are the statistics as reported:

"Number of whole districts, 6,826; fractional districts, 835; number of schools, 5062; number of teachers, male, 2799, female, 2412; number of scholars enrolled, males, 50,211, females, 44,219; number of male scholars in average daily attendance, 50,442, female, 40,253; amount of wages paid to teachers from public funds—males, \$116,812 82; females, \$32,392 62; amount paid teachers from other sources than public funds, males, \$25,154 81; females, \$12,422 32; number of months common schools have been taught, 15,745; number of school houses built, 153; cost of buildings, \$39,727 43; amount of building funds raised by tax, \$31,640 47; tax on county duplicate, \$507,517 25."

While these are all the facts contained in this Report, it should be remembered that there are in the State from ten to twelve thousand school districts, that not less than twelve or fifteen thousand different persons were employed as Teachers of Common Schools during some part of the year, that the whole number of children and youth between the age of four and twenty-one, is 779,621, and that the total amount of school funds paid out of the State Treasury, to the several school districts, during the year ending November 15th, 1848, was \$291,796.

The Superintendent urges the importance of an entire revision of the school laws of the State, and intimates that it is of little use to attempt, by further amendments, to adapt the system to the wants of the people and the existing state of public sentiment.

The importance of giving to Teachers the advantages of that specific preparation for their duties, which can only be secured in Normal Schools, is fully and clearly set forth.

Under the head of encouragements, the Superintendent alludes to the increasing confidence in the utility of common schools, and the practicability of making them adequate to the wants of the whole community; to the interest manifested in Teachers Associations and Institutes in a large number of counties; to the formation of a State Teachers' Association; and to the establishment of well regulated and properly classified Public Schools in a large number of the Towns and Cities of the State.

An edition of ten thousand copies of the Report was ordered, but only a few hundred copies have as yet been distributed; it is hoped, however, that the remainder will find their way into the hands of the people before the expiration of the summer.

#### PUBLIC SCHOOLS IN OHIO.

The indications of increasing interest in the establishment of good Public Schools in towns and cities, are multiplying on every hand. The new School Law was adopted in Springfield, on the 26th of March, by a vote of 175 to 31, or nearly six to one; it was adopted in New Lisbon, on the 16th ult., by a vote of 119 to 16, or nearly seven to one; and in Urbana, on the 28th of April, with but one dissenting vote. It has also been adopted in Marietta, Sandusky City, Milan, Harmar, and perhaps in other towns, and movements are making to secure its adoption in several other places. In a number of towns the Akron School Law has been adopted, and vigorous efforts are making to erect suitable buildings and secure efficient organization of the schools.

As facts, in regard to the practical working of the Public Schools already in operation, are of the utmost importance to those wishing to establish similar systems, we shall aim to publish as many statistics as possible.

The following brief statement was furnished by Mr. Wm. F. Dogget, Principal of one of the Public Schools in Dayton:

The Public Schools of this city are, at present, under the general supervision of a Board of six managers, who receive their appointment annually from the Common Council, one of the Board being selected from each ward of the city. Each school has a male Principal, one male and from three to four female Assistants.

The Principal is required to be at the School half an hour, and the Assistants at least fifteen minutes, before the commencement of school-hours, A. M. and P. M. The Principal has the supervision of the different departments of his school, which are classified as follows: Senior Male, Senior Female, Junior Male and Junior Female departments. He is also required to note all delinquencies on the part of the Assistants, and make report of the same to the Board.

On the last Saturday of each month, the meetings of the Board are held, at which the Principals are requested to attend and present their monthly reports of the condition of their schools, numbers enrolled, delinquents, &c., accompanied with such suggestions as may be deemed necessary for the action of the Board. These meetings are considered highly salutary in sustaining that kind of character and efficiency in our schools that secure to them the confidence and patronage of their present intelligent supporters.

Mr. Henry L. Brown, a gentleman of excellent capacity, is President of the Board, and owes his appointment thereto, in part, to his practical knowledge of the schools, and to his personal efforts in bringing them to their present flourishing condition.

During the first part of the last week in each quarter, the pupils of each school are examined by the board and the Principal in the presence of parents and other visitors, upon all the various branches pursued, and, at the close of the quarter, a still more public examination of the schools is given in the City Hall. The senior departments of all the schools are here combined, and, in their various studies, are exercised before the Mayor, Council and strangers. These examinations give opportunity for the public to witness the attainments of the pupils, to note their progress and to form a standard by which to compare their future advancement.

I am happy in stating to you, that the teachers of our schools are all actuated by the proper spirit, and are rendering entire satisfaction to all concerned.

I believe about fourteen hundred pupils are enrolled in all the five schools. The houses are creditable to the city, and two are real ornaments in the way of architecture, having all the recent improvements that art has devised.

The Salary of the principal is \$110, and that of the male Assistant, \$80, per quarter.

We invite special attention to the following statements in relation to the Union School in Portsmouth. They are from the pen of Mr. A. J. Rickoff, the accomplished Principal of the school:

From the Report of our school, for the quarter ending March 30th, 1849, you will see that the number of pupils enrolled was 693, average daily attendance 489, average number connected with the school 599, and that ten teachers were employed.

The receipts of the town, for school purposes, for the fiscal year ending the 30th ult, were, from State and County levies, \$1224 82; Corporation levy, \$1386 31; rents from school property, \$400; tuition fees of non-resident pupils \$117 18; amounting, in all, to \$3128 13. The expenditures were—for Teachers' salaries, \$2236 70; incidental expenses, \$345 89; together amounting to \$2582 59. The cost of conducting the school per pupil, connected with the school per year, was \$4 70, exclusive of the interest on the money invested in the school building, furniture, lots, &c.; inclusive of this, perhaps, the cost per pupil would amount to \$5 65. Cheap enough surely. Eight of our teachers are females. The course of study, that may be efficiently pursued, embraces all the branches of a good English education, French and the elements of Latin.

The success, with which this institution has met since its establish-

ment, is a triumphant argument in favor of the plan upon which it is organized. No one, indeed, acquainted with its history, its usefulness, and the high esteem in which it has ever been held by the citizens of the town, or rather, the honest pride with which they have regarded it, could fail to be convinced that Union Schools, upon this or similar plans, are the best and cheapest that can be established. After a trial of the plan, for ten years, our citizens have rendered their verdict in its favor, and in a manner not to be misunderstood.

The Town Council has taken steps toward the erection of another house, this summer, equal or superior to the present one, in points of accommodation, convenience, and I may say, elegance too. The idea of *Union*, however, is still to be carried out, union of purpose, union of funds and interests, union of the most advanced classes of pupils; for by union a more complete education will be secured to the children of the place, than could possibly be otherwise. After separation the two schools would be inferior to the present, but union will secure the advantages of a far better one for all; such, at least, are the views of all with whom I have conversed.

There is no more common observation heard, with regard to the school, than this: That it enhances the value of property, that it is one of the greatest inducements there are to draw good citizens to the place. Property holders and business men, who have opportunity for observation, say that families are constantly removing to the place for the purpose of educating their children at the Public School.

The present school house is 40 feet front by 70 feet deep, three stories high, and contains six rooms, each 30 feet wide by 38 long. The model of it is the same as the one upon which all the Cincinnati school houses were built, up to 1844, but which was then partially, and now wholly thrown aside.

A catalogue of the officers, teachers and pupils of the Massillon Union School for the first half year, ending March 23d, 1849, shows that 494 pupils have been instructed; of whom 70 are in the High School, 154 in the Grammar School, 73 in the Secondary, and 197 in the Primary department.

The following is a brief summary of the statistics of the Public Schools of Columbus for the quarter ending on the 30th of March last:

The number of teachers employed, including the Superintendent, was twenty, and the number of schools taught eighteen, including the High School, three Grammar, six Secondary, six Primary and two German Schools.

The whole number of scholars registered in all the schools was 1473; the number transferred from one school to another 33, and the number of different scholars instructed 1440. The average number connected with the schools during the quarter was 1039; the average daily attendance 975, and the average attendance in each school 54 1-6. The average attendance on the schools of the North district was 52 1-6; in the Middle 54 3-5; in the South 53 1-2. The average attendance in the High School was 68; in the Grammar Schools 57 1-3; in the Secondary 47 1-6; in the Primary 51 1-6, and in the German Schools 72 1-2.

The Union School in Lancaster is to commence on the 2d instant under the charge of Mr. J. S. Whitewell.

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### TEACHERS AND THE TEACHER'S PROFESSION.

From the list of Teachers' salaries contained in the report on Union Schools, and the notices in this and preceding numbers of the Journal, it will be seen that the services of competent Instructors are beginning to be appreciated. It is probable that there is now, or will be between this and the first of December next, a demand for four or five hundred well qualified male Teachers, to whom employment can be given for ten months in the year, at salaries varying from \$300, to \$600, or \$700.

Of these, from ten to twenty or twenty-five, should be qualified to take charge, as Superintendents, of systems of schools like those of Dayton, Columbus, Cleveland or Sandusky City; should be capable, of making a proper classification of the schools, of prescribing the course of study in each, of drilling the Teachers for their work, and preparing them to labor efficiently and harmoniously for the good of the whole system; should be able to maintain, by their enlarged experience, their superior attainments, their familiarity with the theory, and their skill in the practice of teaching, and by their social, intellectual and moral worth, that ascendancy over the minds of the subordinate Teachers, the Directors and the community, which is so necessary to entire success in such a field of labor.

In addition to these, there will be wanted some fifty or one hundred competent to take charge of large Union Schools in which the higher English branches, mathematics and the languages must be taught; to fill these places a grade of qualifications, hardly below those above described, will be requisite.

Besides these, one or two hundred, or more, capable of teaching all the branches of a thorough English education will be needed in smaller Union Schools, and in the Senior departments of Public schools, to say nothing of the scores and hundreds of well qualified Teachers who will be wanted in the larger district schools during the next winter, and perhaps for the year, who may secure better wages than have heretofore been paid.

Now, there is little doubt that there are many men in the State, well qualified to fill any of these places with honor to themselves and benefit to their employers, and that there are many more who are measurably qualified to fill them; and we are now, as we have ever been, strenuously opposed to the idea of "importing teachers from abroad" when there are those, at home, who are, or might easily become, equally good or perhaps better than those who come from other States, and who are accustomed to our climate, acquainted with the manners and customs of the people, and familiar with their wants.

Still it must be admitted that too many of those who might before this have qualified themselves for any of these stations, have not, by their



efforts to become familiar with the modern improvements in teaching, by studying the excellent books which have been written on the subject, by visiting other Teachers and their schools, by attending Teachers' Conventions and Institutes, and by reading the Educational Periodicals of the day, prepared themselves as they ought for such spheres, and, that if they would command the confidence of those who wish to employ good Teachers, if they wish to secure employment themselves and prevent others from other States and Counties, who are their superiors only in enterprise and industry, from filling all the most desirable places, our Teachers must arouse themselves to new energy, and show, by their devotion to their profession, that they are determined, not only to rise with it, but to elevate it to the rank it should occupy.

### SELF IMPROVEMENT.

In a previous article on this subject, some of the means by which the Teacher may prepare himself for the better discharge of his daily duties, were pointed out, we proceed to enumerate some others by which those ambitious to qualify themselves for higher stations and greater usefulness, may secure an important part of their professional education; among these may be named the following:

First, visiting the schools of other Teachers. No true Teacher can spend half an hour in the school of another without learning much that may be of service to himself; even if he sees nothing worthy of imitation, (which will very rarely be the case,) he may notice a multitude of faults, against which it is possible to guard, and to which he might have been liable had not his attention been called to the subject. But there are a thousand little peculiarities in the mode of instruction, and in the management of a school which need to be seen in the school room to be properly understood. Every Teacher should spend some time, every month, if not every week, in visiting and conversing with other Teachers. In most neighborhoods and districts, there are more or less persons among the parents who have, in former years, been Teachers, much may be learned by conversing with them, by listening to their experience.

Second, intimately connected with the foregoing is the practice of attending Educational meetings, Teachers' conventions and Institutes.—Clergymen, Lawyers and Physicians owe much of their success and respectability to the practice of meeting in their professional character for consultation and mutual improvement. Teachers may profit quite as much, if not more, than the members of any other profession by such associations.

Third, reading works on the Theory and Practice of teaching. The importance and the necessity of due attention to this are too obvious to need illustration.

Fourth, reading Educational papers and periodicals. The members of either of the professions named above, the engineer or the artist might as well expect to improve with the age, without access to a single Journal devoted to their respective callings, as the Teacher without a careful perusal of several, at least, of the excellent periodicals devoted to the promotion of popular education.

Fifth, the reading of the Reports of the State Superintendents of Schools, and of the excellent systems of public Schools in the cities of our own and other States is a most invaluable means of improvement to any one who aspires to a place where he can earn more than ten or twelve dollars per month. No teacher can be at all prepared to take charge of a Union School much less to superintend a system of schools, without a large acquaintance with the details of some of the best of these systems, and we say, with all frankness, to those who have not made effort to secure this acquaintance, that they have little reason to expect to succeed in securing employment in responsible and lucrative stations, or should they secure it, that they will find it no easy matter to command the confidence of intelligent Boards of Education, or to manage successfully a well arranged system of Public Schools.

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#### "A GOOD TIME COMING."

It has frequently been remarked by disinterested persons, that there are few, if any, employments so thankless as that of the teacher. And it is too true that expressions of sympathy, to say nothing of words of approval or commendation, fall but seldom on his ear, however competent he may be, or however faithfully his duties may be performed.

But it is gratifying to have reason to believe that a better day is beginning to dawn upon us, and that intelligent parents are beginning to appreciate the labors of faithful teachers and to encourage their children in the exercise of proper feelings of gratitude toward them.

Mr. Charles Northend, Principal of one of the public schools in Salem, Mass., recently received, from the parents of his scholars, a wallet containing a bank note for one hundred dollars, beside several valuable presents from his scholars. These were presented at a social gathering of the friends of the school at the school house, and accompanied by appropriate remarks from parents and scholars, and from the teacher.

Not long since, Mr. W. H. Wells, now Principal of the Putnam Free School, in Newburyport, Mass., having obtained leave of absence for a few months, received, on the eve of his departure, a valuable gold pencil, as a token of regard, from the students of Phillips' Academy, in Andover, with which he was then connected.

From the Scholars' Penny Gazette, published in Boston, we learn that

the scholars of the Plymouth High School for Boys, presented to their teacher, Mr. J. W. Hunt, a splendid book, on the first of the present year.

Not many months since, the scholars in one of the schools in this city presented to their teacher, on his birth-day, an elegantly bound copy of an English work.

These are recorded as among the signs of the times, not on account of the value of the presents, but as indications of a state of feeling which it would be desirable to have more general.

Since the above was in type we have learned from the Rhode Island Practical Teacher, that the Teachers of Rhode Island have presented to the Hon. H. Barnard (who has, for the last five years, been Commissioner or Superintendent of the Public Schools of that State) a Silver Pitcher, with an appropriate inscription, "as a testimonial of their appreciation of his services in the cause of education, and of the interest which he has ever taken in their professional improvement and individual welfare."

#### AREAS OF TERRITORY.

[From the President's Message and accompanying documents.]

The number of square miles in each of the following divisions, is stated thus:

Oregon, 341,463; California, 448,691; New Mexico, 77,387; Texas, 365,520; total, 1,193,061.

The area of the remaining 29 States, and the territory not yet organized into States, east of the Rocky Mountains, contains 2,059,623 square miles, or 1,318,158,720 acres. This makes the whole territory of the United States equal to 3,252,684 square miles—in round numbers, three and a quarter millions.

These estimates show that the territories recently acquired, and over which our exclusive jurisdiction and dominion have been extended, constitute a country more than half as large as all that which was held by the United States before their acquisition. If Oregon be excluded from the estimate, there will still remain within the limits of Texas, New Mexico, and California, 851,598 square miles, or 545,012,720 acres, being an addition equal to more than one-third of all the territory owned by the United States before their acquisition; and including Oregon, nearly as great an extent of territory as the whole of Europe, Russia only excepted. The Mississippi, so lately the frontier of our country, is only its centre. With the addition of the late acquisitions, the United States are now estimated to be nearly as large as the whole of Europe.

#### LENGTH OF OUR SEA COAST.

It is estimated by the superintendent of the coast survey, that the extent of the sea-coast of Texas, on the Gulf of Mexico, is upwards of 400 miles; of the coast of Upper California, on the Pacific, of 970 miles; the whole sea-coast on the Pacific, including Oregon and the Straits of Fuca, 1,620 miles; and the whole extent, both on the Pacific and the Gulf of Mexico, 2,020 miles. The length of the coast on the Atlantic, from the northern limits of the United States, around the Capes of Flori-

da to the Sabine, on the eastern boundary of Texas, is estimated to be 3,100 miles; so that the addition of sea-coast, including Oregon, is very nearly two-thirds as great as all we possessed before; and excluding Oregon, is an addition of 1,370 miles; being nearly equal to one-half of the extent of coast which we possessed before these acquisitions. We have now three great maritime fronts—on the Atlantic, the Gulf of Mexico, and the Pacific, making in the whole an extent of sea-coast exceeding 5,000 miles. This is the extent of the sea-coast of the United States, not including bays, sounds, and small irregularities of the main shore, and of the sea islands. If these be included, the length of the shore line of coast, as estimated by the Superintendent of the Coast Survey, in his report, would be 33,063 miles.

**EDUCATION IN INDIANA.**—The people of this State have voted, by a majority of nearly fifteen thousand, in favor of levying a tax for the support of free schools throughout the State. On the sixteenth ult., a convention was held at Indianapolis for the purpose of devising means for carrying into effect the provisions of the constitution for a system of general education, commencing with town schools, and ascending in regular gradation to a State University.

**SCHOOLS IN LOUISIANA.**—The Legislature have passed an act appropriating \$550,000 for the support of free public schools in the State.

#### THE NEW SCHOOL LAW.

The copy of the Act for the better regulation of Public Schools, as published in the March number of the Journal, contained some slight mistakes which we now correct. In the last line of section 8, for "thirteenth" read twelfth. In the second line of section 10, omit the word "servants." In the fifteenth line of section 12, after "Provided," insert further; in the same section, fourth line on page 36th, for "by reason of the non-payment," read, for the non-payment.

Secretary of State's Office,  
Columbus, O., April 18th, 1849.

I hereby certify, that with the foregoing corrections, the Act above named, as printed in the Ohio School Journal for March, 1849, is a correct copy of the original roll now on file in this office.

SAMUEL GALLOWAY,  
Secretary of State.

#### GRAND NATIONAL CONVENTION.

A National Convention of the friends of Common Schools and of popular education has been called to assemble in Philadelphia on Wednesday the 22d of August next.

The Committee of Arrangements have recommended that State Conventions should be held on or about the 4th of July, for the purpose of appointing delegates to the National Convention. The meeting of the State Teachers' Association will furnish the opportunity for making the appointment. Communications in regard to the National Convention, should be addressed to A. E. Wright, Cor. Sec. of the Com. of Arrangements, Philadelphia, Pa.

## YOUTH'S DEPARTMENT.

### SUMMER SCHOOLS.

The summer schools have commenced and hundreds of children who a few days since had little, besides play, to occupy them during the day, are now busy during the school hours in studying their lessons and thus preparing themselves for future usefulness. Now, we wish to say a few words to them on the importance of attending school every day, and of learning thoroughly every lesson. Do you know, scholars, that your time is worth more to you, now, than money?—Every day you can attend school is worth more than half a dollar. Do not, then, be absent, for a single day, if you can avoid it. Let no amusement or pleasure excursion keep you from school, and if you have work to perform, at home, be sure to do it out of school hours, and endeavor not to be absent or tardy once during the quarter.

But you should aim, not only to be present at school every day, but to learn, thoroughly, every single lesson. Do this faithfully, and you will find even the hardest studies pleasant and much easier than they can be when you omit even one lesson in a month. A good scholar will no more think of losing a lesson, than of going without his dinner when he is hungry.

### MORAL INSTRUCTION NO. 2.

#### *Continued.*

'I do not understand what you mean by striving to put out the fire of self-love. How shall I strive?'

'I am glad to see you in earnest, my son. A strong desire is the first step of the labor. If you saw a

snake moving slowly across the dining room, towards little Clara's bedroom, what would you do?'

'I would kill it. Indeed I would.'

'You mean you would strive to kill it. You would beat it with all your might; and what would you do if you could not kill it with your own strength?'

'I would call father, and he would soon make an end of it.'

'You are right. Now just think this self-love is a serpent. He puts on beautiful colors, winds himself into a thousand graceful forms, and glides across your path, hither and thither, when and where you least suspect. You must watch for opportunities to beat him. No matter where you strike. Every blow will make him weaker. When he induces you to tell a lie, wound him by going immediately and confessing it. When he tempts you to transgress a rule, hit him a blow by keeping it. When an angry feeling flits across your inner self, thrust it away by a kind one; and when he prompts you to be lazy, rush upon him and trample him under your feet, and fall to work or study with all your might. If you find you cannot kill him, as you certainly will, call upon your Heavenly Father, and He will come to your aid. To help you to begin this good work, I advise you to go to the teacher to-morrow, and confess what you have told me.'

'But, mother, the scholars will hear me.'

'And why not? The blow upon the serpent, self-love, will be the harder. Besides, by so doing, you will, like God, impart love and truth to your companions.'

'I do not see *that*, mother.'

'Perhaps you do not; but it is so late I will not now explain it. It may be that you will understand it yourself after you have seen the effect of your confession.'

## MORAL INSTRUCTION NO. III.

I followed the advice you gave me last evening, mother, and nearly all the school heard me confess to the teacher what I confessed to you, for I chose a time when the school was still. I meant to hit that serpent self-love a steady blow, and I believe I did, for he has not troubled me at all to day. During the whole day, I have cheerfully performed every task which was required of me. Indeed, I have been so happy in doing right and speaking truth that I think the spiritual sun must have been shining upon me.—George Grant, William Lewis and Andrew Myers behaved much better than usual, and their lessons were well learned. Sister Emma, too, was more quiet and studious, and the teacher seemed very happy. I really think the whole school was more faithful and obedient than ever, and it seems as if the good influence went through me. Can you tell me, mother, what made me feel so?

'You know, child, I have often told you that you are surrounded by spirits though you cannot see them. Those spirits will be either good or evil according to the inward feelings which you cherish. If you are engaged in lying and deceiving you will have lying and deceiving spirits around you, if you are angry, you will have angry spirits around you; if you are disobedient and unfaithful, you will have disobedient and unfaithful spirits around you, and if you are truthful, obedient, industrious and loving, then the spirits around will be of the same nature. The reason of this is, that spirits can approach only those who are like them. When you indulge in wrong feelings you drive all good spirits away from you, and draw those near to you who love the wrong feelings which you are indulging. They encourage you to do wrong by the influence which their presence throws around you, just as, you know, one very bad boy, in a school, en-

courages other boys to do wrong, if he only stands by and looks pleased. You have not forgotten what occurred last Thursday in front of this house, have you?

'No, indeed. Alanson Smith struck two little ragged boys, and drove them away from the side-walk, and he was sorry afterwards, and said he should not have done it, had he not seen cruel James Mott on the other side of the street, standing and looking at them.'

'It is the same with good spirits. Although you cannot hear them speak yet there is an influence which inclines you to do right, coming from them. Some years ago a lady well known in the vicinity for her uprightness, and love of order and truth, stopped at a public house in A——, to spend the night. The sitting room was next to the bar room. In the evening the men in the bar room became noisy, angry, and untruthful in their language. The lady stepped to the door, and without speaking, stood several minutes, and looked mildly upon them. They were hushed, and two who had been worse than the rest, went out and did not return. Now, can you understand and answer your own question?'

'I will try. This morning after wounding my own love of self by confessing my faults before my companions, I came hither to a higher and better inward state.—Good spirits could then approach my spirit, and both their influences and mine were felt by the school.'

'You are right, and you were right also in thinking that the spiritual sun was shining upon you. The love which God gives, divine love, is to our spirits what the heat of the natural sun is to our bodies; and the truth which God gives, divine truth, is to our spirits what the light of the natural sun is to our bodies. God is continually giving forth love and truth as the sun is continually giving forth

heat and light. You can turn towards Him, or from Him, as you choose. This morning you turned towards Him. He shone upon you. You felt His warmth, and through you the whole school felt it also. It is a blessed thing to be the medium of Divine Love and Divine Truth to the priceless spirits about you. I wish no other honor for you, my dear boy.—You hear much said about the California Gold. Many have gone to dig for it. But here is a mine of spiritual gold. Let it be your study to obtain and impart it daily.

#### A GENTLEMAN.

"Be very gentle with her, my son," said Mrs. Butler, as she tied on her little girl's bonnet, and sent her out to play with her elder brother.

They had not been out very long before a cry was heard, and presently Julius came in and threw down his hat, saying—

"I hate playing with girls! there's no fun with them; they cry in a minute."

"What have you been doing to your sister? I see her lying there on the gravel walk; you have torn her frock and pushed her down. I am afraid you have forgot my caution to be gentle."

"Gentle! boys can't be gentle, mother; it's their nature to be rough, and hardy, and boisterous, they are the stuff soldiers and sailors are made of. It's all very well to talk of a gentle girl—but a gentle boy—it sounds ridiculous! I should be ready to knock a fellow down for calling me so!"

"And yet, Julius, in a few years hence, you would be very angry if any one were to say you were not a gentle-man."

"A gentle-man. I had never thought of dividing the word that way before.—Being gentle, always seems to me like being weak and womanish."

"This is so far from being the case, my son, that you will always find the bravest men to be the most gentle. The spirit of chivalry that you so much admire, was a spirit of the noblest courage and the utmost gentleness combined. Still I dare say you would rather be called a manly than a gentle boy?"

"Yes, indeed, mother!"

"Well then my son, it is my great wish that you should endeavor to unite the two. Show yourself manly when you are exposed to danger or see others in peril; be manly when called on to speak the truth, though the speaking of it may bring reproach upon you; be manly when you are in sickness and pain. At the same time be gentle, whether you be with females or with men; be gentle towards all men. By putting the two spirits together, you will deserve a name which, perhaps, you will not so greatly object to."

"I see what you mean, dear mother, and I will endeavor to be what you wish—a gentlemanly boy."—*Christ. Chron.*

The article on moral instruction, contained in our last, was unavoidably divided. We trust that our young readers will read it in connection with the conclusion which is published in this number.

**PLANS OF SCHOOL HOUSES.**—In proportion as public attention is turned to the improvement of schools and the means of education, the importance of erecting good school houses is more generally felt. One of the most direct means of advancing the interests of education in our State, at the present time, would be the publication and extended circulation of engraved plans, (accompanied with specifications, estimates of cost, &c.,) of school houses of the several different forms, sizes, &c., now needed. These are: first, a school house for a single school of forty or fifty scholars; second, a Union school house of three departments to accommodate from one hundred and fifty to two hundred scholars; third, a large Union house for three or four hundred or more pupils.

The friends in Massillon have had a fine view of the front and one end of their school house engraved, and if they will secure and publish

a ground plan of both stories they will confer a great favor. Will not the good people in Perrysburg, Lancaster and Xenia do the same?

If the funds could be secured, by subscription, or otherwise, no better service could be done in the cause of education than the publication of the engravings first mentioned above. Who will take the matter in hand?

### NOTICES OF BOOKS, &C.

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These Works are sold by J. H. Riley & Co., Columbus; H. W. Derby & Co., Cincinnati; and by booksellers generally throughout the State. Feb. 1849.

### Notice to Teachers.

**T**HE Board of Education of New Lisbon, Ohio, being about to organize the schools of that town, under the provisions of the "Akron School Law," wishes to employ a suitable person as principal of the Grammar School, and Superintendent of the Primary Schools in said town. The Board will allow as liberal a salary as the state of its finances at the introduction of the system will justify, which will be afterwards increased, if the principal chosen should elevate the character of the schools to that of those already in operation under said law in other places. Applicants will be required to produce testimonials of moral character and capability of teaching the several branches necessary to a complete English education. The salary for the first year will be \$500. A female teacher will also be employed to act as assistant in the Grammar School. All applications to be made to the Secretary.

March 22, 1849.

By order of the Board,

JOHN CLARKE, Sec'y.

JOSEPH H. RILEY.

JOSEPH SULLIVANT.

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### PREMIUMS.

Persons sending \$1.00 free of postage shall receive a copy of the Editor's Chart of Elementary Sounds; those sending \$2.00, a copy of either of the first three volumes of the Journal; those sending \$3.00, any two of the first three volumes; and those sending \$5.00, the three volumes bound in one.

### THE OHIO SCHOOL JOURNAL--Vol. IV.

THIS JOURNAL is published, monthly, in octavo form, each number containing twelve pages, besides notices and advertisements of books. It is devoted to the promotion of popular education, and contains articles of interest to teachers and school officers, to parents and the family circle, and will, hereafter, contain a department for the special benefit of scholars attending school or children and youth who are anxious to improve their minds at home; and, being printed in a form convenient for binding, will be found an interesting paper for monthly reading and a valuable work for future reference.

Postmasters, Teachers, and the friends of education in general, are respectfully invited to aid in giving it a wide circulation.

Editors, friendly to the cause of popular education, are respectfully requested to notice it and insert this Prospectus. Those who do so will please forward their Papers.

TERMS.—Single copies fifty cents; three copies \$1.00; seven copies \$2.00, twelve copies \$3.00; twenty copies \$5. Letters, containing two dollars or more, may be sent without prepaying the postage.

BOUND VOLUMES.—Copies of the first second and third volumes, neatly stitched in printed covers, can be had for 25 cents each. For \$1.00, free of postage the first three volumes and the numbers of the fourth will be forwarded.

In regard to this work, it should be borne in mind that the back numbers and volumes are not like a last year's almanac. Every number contains articles which will be of interest to the friends of education, as long as virtue and knowledge exist. Many of these articles cannot be, elsewhere, obtained, except in pamphlet form, or in the annual reports of State Superintendents and Boards of Education, and at an expense for each, equal to the cost of a volume of the Journal.

All orders and communications should be addressed to

A. D. LOAN, M. D., Columbus, O.

# THE OHIO SCHOOL JOURNAL.

EDITED BY ASA D. LORD.

VOL. IV.]

COLUMBUS, JUNE, 1849.

[No. 6.]

## OHIO STATE TEACHERS' ASSOCIATION.

The second Semi-annual Meeting of this Association will be attended in Springfield, on Tuesday and Wednesday, the 3d and 4th days of July next, and the business of the session will be conducted in accordance with the following

### ORDER OF EXERCISES.

#### MORNING SESSION, TUESDAY, JUNE 3d.

- 10 o'clock, Introductory Address, by Hon. S. GALLOWAY, the President.  
 11 " Report on "Moral Instruction," by Wm. N. EDWARDS, of Dayton.  
 11½ " Discussion—"Would the interests of Schools and the cause of Education be promoted by creating the office of State and County Superintendent of Schools?" Opened by M. G. WILLIAMS, of Dayton, and M. F. COWDERY, of Sandusky City.

#### P. M.

- 2 o'clock, Report on "Analysis of English Words," G. R. HAND, O. WILSON and J. M. EDWARDS, of Cincinnati.  
 2½ " Discussion—"Can Union Schools and Classified Public Schools be made to obviate the necessity of sustaining private High Schools and Academies?" Opened by H. H. BARNEY, of Cincinnati, and A. J. RICE, of Portsmouth.  
 3½ " Address by Hon. C. L. VALLANDIGHAM, of Dayton.  
 4½ " Report on "Physical Education," by— of Springfield.

#### EVENING.

- 7½ " Report on "Teaching Geography," by Wm. F. DOUGLASS, of Dayton.  
 8 " Lecture on the "Imminency of Creation," by Rev. Prof. F. MERRICK.

#### WEDNESDAY, JULY 4TH, A. M.

- 9 " Discussion—"Can a thorough professional education of Teachers be secured without the establishment of one or more State Normal Schools?" Opened by E. E. BARNEY and E. D. KINGSLEY.  
 10 " Oration, by Hon. BELLAMY STORRS, of Cincinnati.  
 11 " Report on the "Importance to Teachers, of possessing a knowledge of other branches than those required to be taught," by J. HURTY, Rev. Mr. McMILLAN and J. W. GATES.  
 11½ " Discussion of Miscellaneous questions.

#### P. M.

- 2 " Report on "Teaching Geography," by C. KNOWLTON, D. G. A. DAVENPORT, and H. F. HANDY, of Cincinnati.  
 2½ " Discussion—"What action ought this Association to take for the purpose of securing a thorough revision of the School Laws of the State?" Opened by C. F. McWILLIAMS, of Springfield, and L. G. PARKER, of Urbana.  
 3½ " Lecture on Geology, by Rev. Prof. F. Merrick, of Delaware.  
 4½ " Report on "Primary Teaching," by Prof. A. D. WRIGHT, Rev. S. L. ADAMS and F. HOLLENBERG, of Perrysburg.

School Architecture," in which may be found a great variety of plans &c., together with estimates of expense.

The following suggestions in regard to School Houses for a single Teacher, with the plan, are copied from the second volume of the Journal, in the hope that they may be of service to some who have not access to that volume :

The following are some of the particulars to which attention should be given in the construction, and arrangement, of the furniture, of every school room intended for forty or fifty pupils.

The room should be at least 20 feet in width, and ought to be 24 feet wide, by from 24 to 28 or 30 feet long, and from 10 to 14 feet high.

The windows should be placed on three sides only, of the room, they should be considerably elevated, at least 3½ or 4 feet above the floor, and should be so constructed that the upper sash can be let down for the purpose of ventilation.

The floor should be level, and should be made of plank or lined, so as to reverberate as little as may be.

A seat and a suitable table or desk should be furnished for the Teacher.

Each pupil should, if possible, have a seat assigned to him, and every pupil who writes or uses a slate, ought to have both a seat and desk.

The seats and desks should be so arranged that the scholars may face the Teacher and the blackboard, and look toward the end of the room where there are no windows.

The old practice of making long desks and placing them on three sides of the room, has been condemned, by all those properly acquainted with the subject for the last ten or fifteen years.

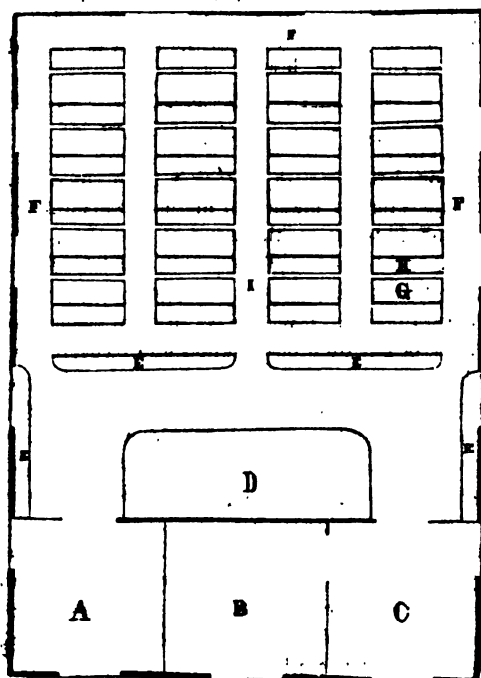
The seats and desks occupied by the pupils, while engaged in study, should be fastened firmly to the floor. Not more than two scholars should usually sit at the same desk, and the desks should be so arranged that the pupil may leave his seat without disturbing any other, and that the Teacher may pass to any scholar in the room without incommoding any other person. The seats and desks should be of different heights according to the size of the pupils who are to occupy them. It is well to have those intended for the larger pupils, in the most remote part of the room, and to have them diminish in height as they approach the Teacher's platform.

Seats intended for very young children should not be more than 8, 9 or 10 inches high; those intended for the older pupils may vary from 13 to 16 or 17 inches in height.

Moveable recitation seats with backs should be placed in front of the desks, so that the class occupying them may have their faces toward the Teacher and the blackboard, and the backs toward the rest of the school.

Below is a ground plan of a school house intended for forty or fifty scholars. The building here presented should be 26 by 36 feet on the

ground, or at least, 25 by 35 feet inside. The plan is drawn on a scale of ten feet to the inch.



#### DESCRIPTION.

A C, Entries 3 feet square, one for each sex.

B, Library and apparatus room, 8 by 9 feet, which may be used for a recitation room for small sized classes.

D, Teacher's platform, behind which, on the wall, should be a black-board 13 feet long by 5 feet wide.

E E E E, Recitation seats, those on the sides, placed against the wall, those in front of the platform having backs and being moveable.

F F F, Free space, at least two feet wide, next the wall on three sides of the room.

G, Pupil's desk, three and a half feet long by 16 or 18 inches wide.

H, " seat, " " " " 12 " " " "

I, Centre aisle two feet wide, the aisle on either side of this should be from 18 to 24 inches wide.

The area on either side and in front of the Teacher's platform, is intended for reading and spelling classes, and any other class exercises in which the pupils stand; and the space next the wall may be used to arrange the greater part of the school as one class in any general exercises requiring it. If preferred, a narrow seat may be placed permanently against the wall on three sides of the room, by leaving the space F, two and a half or three feet wide, and it will be found very conven-

ient to have the seat across the end opposite the Teacher's platform raised a few inches, so that classes may be seated there, for exercises in reading, or reviews, for the purpose of cultivating the voice.

Four windows are represented on each side of the house, and two on the end opposite the Teacher's stand. The door into the Library room opens from one of the entries, and the room is lighted by a large window in the front end of the house.

### HINTS, PLANS, AND METHODS.

It is our intention, hereafter, to devote a page, in every number, if possible, to the suggestion of plans and methods pertaining to the minutia of teaching and illustrating the several branches, governing and managing scholars and schools. These will consist of remarks, facts and incidents; presented from time to time, with little reference to systematic order of arrangement; will be taken from books, from the statements of Teachers, or our own observation and experience, and should be received by Teachers merely as suggestions, with the understanding that they are not in all cases recommended or approved by the Editor, and that teachers are expected to disregard or adopt the plans and methods suggested as they may deem proper, and in adopting, to modify them as their own ingenuity, or their peculiar circumstances may suggest.

Scholars in the Alphabet may be classified with good results as in any branch of study. Four, five or six, however, will generally be found enough for one class. This class should have its number in school, (as fifth or sixth class) and should be called to read with as much regularity and as much ceremony as any other.

Reading classes should generally be stationed as far from the Teacher as possible, that the scholars may become accustomed to use a tone of voice so loud and distinct as to be easily understood in any part of the room.

Scholars should be accustomed to study their reading lessons as regularly and faithfully as any other.

The practice of having scholars commit short and spirited pieces for rehearsal or declamation, will be found to aid them in their efforts to improve in reading.

All the scholars in school should have some exercises in numbers or arithmetic daily. The youngest should learn to count, by counting their fingers, the number of scholars in the class, of panes in the window, or of balls on a wire in the numeral frame. Older ones should have exercises in reading and writing numbers, in adding, subtracting, multiplying and dividing, and in reciting the different tables; and all who are studying arithmetic from a book should be classified, and recite as regularly as in grammar or geography.

The several columns of the multiplication table may, now and then, be recited by a class, or by the school in concert, backward and forwards. The Teacher may ask questions promiscuously to individuals, or he may arrange those who are learning it, as a class on the floor, and question them on it promiscuously, allowing those who answer correctly, "to go above those who miss," if he thinks proper. This exercise may be varied in several ways; the scholars may be permitted to question each other in turn, or the one at the foot of the class may be allowed to propose a question to any scholar in the class, and if the scholar fails, and the one who proposed it answers it correctly, let them change places in the class. These methods have been found to awaken a deep interest in the exercise.

It is well to have scholars write on slates a part of the time instead of using pen and paper. They may imitate a copy written by the Teacher on the blackboard, or write down in their own language facts or information communicated by the Teacher.

To prevent scholars from putting pens in their mouths, for the purpose of cleaning them; a Teacher once stated in our hearing that he had found no method succeed better than to drop into each of the ink-stands a little of the water in which a dead rat or mouse had been soaked.

When his scholars, having tried repeatedly to solve a difficult question in arithmetic, without success, called upon him for assistance, a Teacher of our acquaintance used to say to them pleasantly, "Have you tried it faithfully?" "Have you gone just as far as you can?" "Have you come to a full stop?" "Well, do you not know what the spelling book directs you to do when you come to a full stop?" "No Sir." "Why, count six and go on." This, or some other pleasant remark, would generally so change the current of the scholar's thoughts, relieve his weariness and quicken his perceptions, that he would be able to discover his mistake and surmount the difficulty without assistance.

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#### SUPERINTENDENT OF SCHOOLS IN MICHIGAN.

It is with no ordinary feeling of regret that we learn of the removal from office of Hon. IZA MAYHEW, who has, for the last four years, been Superintendent of Public Instruction in Michigan, and who has discharged the duties of the station with a fidelity and devotedness worthy of all praise. His place has been filled by the editor of a political paper.

Though Mr. Mayhew had for some years been a practical Teacher, and had for two years or more, held the office of County Superintendent of Schools in the State of New York, still it might be said that he

was just prepared to be extensively useful in the place he recently held. When he entered upon his official duties, the office had measurably fallen into disrepute from the fact that one or two had previously held it who had little fitness for its duties, and of course found comparatively little to do, and accomplished still less. By devoting himself entirely to his vocation, by his efforts to improve the School System of the State, and awaken a correct public sentiment, and by untiring effort for the improvement of Teachers, he has won the confidence of all. Indeed, so far as we know, not a single press in the State has uttered a word to his discredit, while nearly every one has spoken freely in approval of his fidelity and efficiency. Only a short time since, a very intelligent friend of education, who has visited nearly every State in which such an officer exists, remarked in our hearing that Mr. Mayhew was, unquestionably, one of the most practical, efficient and successful School Superintendents in the Union.

We know not in what field of labor Mr. Mayhew will next engage, but hope that his experience will not be lost to the cause of popular education.

#### AN ACT

To amend an act passed February 24, 1848, entitled "an act to amend the act entitled an act for the support and better regulation of common schools, and to create permanently the office of superintendent," passed March 7, 1838; and the acts amendatory thereto.

SEC. 1. *Be it enacted by the General Assembly of the State of Ohio,* That whenever the qualified voters of any school district shall vote to raise a school tax in the manner provided in the first section of the act to which this is an amendment, it shall be the duty of the clerk of such district to make out and certify in writing, together with the result of said vote, to the auditor of the proper county, a list of the names, in alphabetical order, of all persons owning, or possessing any property, real or personal, within said district liable to taxation.

SEC. 2. That nothing contained in this act, or the act to which this is an amendment, shall be so construed as to prevent or take from any organized township in this State the power of voting to raise an additional township school tax in the manner provided in the twenty-sixth section of the act entitled "an act for the support and better regulation of common schools, and to create permanently the office of superintendent," passed March seventh, eighteen hundred and thirty-eight, and the act amendatory thereto, passed March sixteenth, eighteen hundred and thirty-nine.

SEC. 3. That whenever any parent or guardian sending any scholar to any district school, shall fail or neglect to furnish his or her proportion or quota of fuel as may be ordered by the directors of such district, for the use of such school, and the same shall have been provided by the directors or their order, it shall be the duty of the directors to make out an account in writing, under their hands, of the quantity of such fuel so provided as aforesaid, together with the value thereof or price paid for the same, and if such accounts are not voluntarily paid by the person or persons so charged therewith the treasurer of such district is



hereby authorized, and it shall be his duty, to collect such accounts of the person or persons charged with the same as aforesaid, in the same manner that any charge or account for tuition is authorized to be collected in the seventh section of the aforesaid act, passed March sixteenth, eighteen hundred and thirty-nine.

JOHN G. BRESLIN, *Speaker House Reps.*

BREWSTER RANDALL, *Speaker of the Senate.*

March 6, 1849.

#### AN ACT

To amend an act entitled "An act for the support and better regulation of common schools, and to create permanently the office of Superintendent," passed March 7, 1838.

SEC. 1. *Be it enacted by the General Assembly of the State of Ohio,* That hereafter, in any school district of this State, whenever three or more of the householders therein shall make known in writing to the directors of said district their desire that English grammar and geography be taught in any school of said district, it shall be the duty of said directors to provide for instruction in said studies, in addition to those now required to be pursued by the ninth and twenty-eighth sections of the act to which this is an amendment.

SEC. 2. That hereafter the school examiners of any county in this State shall not give to any person a certificate of qualification as teacher, unless such person shall be found qualified to teach geography and English grammar, in addition to reading, writing and arithmetic.

JOHN G. BRESLIN, *Speaker House Reps.*

BREWSTER RANDALL, *Speaker of the Senate.*

March 12, 1849.

#### AN ACT

To amend an act entitled "An act for the support and better regulation of Common-Schools, and to create permanently the office of Superintendent," passed March 7, 1848, and the acts amendatory thereto.

SEC. 1. *Be it enacted by the General Assembly of the State of Ohio,* That in all cases in any township in this State, the trustees shall have heretofore for any cause failed where to lay off the whole or any part of the territory of their respective townships into school districts in accordance with the statutes for such purpose provided, said trustees shall have power so to do at any time hereafter in the manner prescribed in the fifth section of the said act, passed March 7, 1838.

SEC. 2. That where the trustees of any township in this State have laid off their respective townships in school districts, or wherever a new district or an alteration has been made in a district, said trustees may, within six months from the passage of this act, prepare a map or plat of their said township, or the township clerk of said township may make out and record a new map of the districts in the township, in accordance with the provisions of the 5th section of the act of March 7, 1838, entitled an act for the support and better regulation of common schools and to create permanently the office of superintendent. And when the said plat or map shall be prepared or made out and recorded as aforesaid, it shall be deemed and taken as a full compliance with, and shall have the same effect as if the same had been done at the time limited by the provisions of said fifth section of the aforesaid act.

JOHN G. BRESLIN, *Speaker House Reps.*

BREWSTER RANDALL, *Speaker of the Senate.*

March 24, 1849.

For one morning, she found her little daughter sitting alone by the window, resting her head upon her hand, apparently in deep thought. She seated herself by one of the back windows, unperceived by Emma, who remained for some minutes in the same position. — Soon her mother observed a tear fall from her cheek, and she said: 'Emma, why are you sad this bright May morning, I hope you had a pleasant walk, and you must not allow yourself to feel disappointed that you were not crowned queen of May. Your pretty bouquet of Spring's first flowers pleased your lame brother very much. — Come here, my child, and tell me why that tear?'

Little Emma went to her mother, and hid her face in her lap. — She soon wiped away her tears, saying, 'dear mother, 'tis my dream last night that made me cry. I awoke from sleep crying and I cannot think of it this morning without crying.'

'Were you frightened Emma?'

'Oh no, no, mother; I can never tell you how happy I was for a few moments in my dream and the memory of it makes me sad lest I shall never be as happy again; but this is not all—I am afraid——'

'Of what is my daughter afraid?'

'I am afraid, mother, I do not like to pray.'

'Can you relate your dream?'

'Yes, mother, I can tell you what it is, but that will be nothing, since you cannot feel it. You can neither feel nor know how happy I was for a few moments, nor how grieved I was when I awoke.'

'Well let me hear the dream.'

'I thought I was in this very room, sitting in this same chair hemming your handkerchief, and I do not know what made me, but I went and knelt down in front of the sofa, and when I looked around there was sister Eunice, dressed in white, kneeling beside me. I was glad to see her, and I said, dear sis,

where did you come from? She took my hand, and told me she came from Heaven. I was going to ask her something about Heaven, and how she came on earth, when I saw a tear in her eye. Still, mother, she was beautiful, and looked happy; yet I felt the tears on my cheek as I saw hers, and was just beginning to ask her what made her sad, when she pressed my hand and said, Emma, look.'

'I looked, and there were a great many little girls kneeling all about the room, and every one was dressed in white, and every one had a white mantle over her shoulders. I turned to sister Eunice again, and asked her who these little girls were, and what they were doing. She again pressed my hand and said, look. I then looked steadily and long, and I saw their hands were clasped and their lips moving, and I knew they were at prayer. I turned towards Eunice—she smiled and threw over my shoulders a white mantle like those the girls wore, and then, mother, I was one of them, and such a feeling of happiness came over me as I cannot describe. I drew the mantle close about me that I might not lose it, for I knew it was that which made me so happy, and was just going to thank dear sis for the gift, when I again saw a tear in her eye. She laid her hand upon the mantle and said:

'Emma, this is the mantle of prayer. It cannot be yours, since you do not *love* to pray.'

'I held it firmly in my hands, and begged her to let me wear it, saying, I would always pray with it over my shoulders. She said:

'"Emma, if I leave it, you cannot keep it, because you do not *love* to seek our dear Heavenly Father in prayer." She let go of it, and it immediately fell from my shoulders. I looked for it, it was gone, and the little girls were gone too; and then I was most miserable, and burst into tears. Eunice threw

her arms around my neck, kissed me and said:

'Seek God in prayer. Live to be good, and pray our Father to help you, and the mantle of prayer will be yours, and never again fall from your shoulders, and you will be like those little girls, happy—always happy.'

'I cried so hard for the mantle that it awoke me, and I found my pillow wet with tears. Oh, mother, this does not seem like a dream, but a reality, for I saw sister Eunice so distinctly. I heard her voice too, and it was sweet and gentle. Oh, what shall I do for that mantle of prayer?'

'My dear child, you cannot beat a loss what to do since your sister has directed you.'

But, mother, I am at a loss, for she said I must *love* to pray, and I am afraid I cannot, for at night I am tired and sleepy, and in the morning in haste for breakfast, so I am always glad when prayer is through.'

'Then, my child, you have never truly prayed. You have never felt that it is God who takes care of you, who gives you life and every blessing you have, and that you cannot live without him. It is He who gently whispers to you when you are wrong, and who withdraws you from what would injure you. It was He who sent the spirit of your dear sister Eunice to show you that you should *love* to pray, and to make you under-

stand that, while you are praying, other praying spirits cluster around you, and that it is the mantle of prayer which makes children happy.'

'But mother, do you think he will hear me when I pray?'

'Certainly, if you truly pray, but not if you allow it to be a task—words that are forced from the lips do not constitute prayer. You must feel that He is near you, that He is your Father, and is ready to help you always.'

'Mother, I understand you, but may I pray at any time I choose, just when I feel like it?'

'Yes, Emma, and if you love God, you will be always in a state of mind to find prayer pleasant.—When life is bright, and you are happy, prayer will make you happier, and when you are sad, prayer will soothe and comfort you.'

'I know the prayer the Lord taught us when he was on earth, but I should like to ask for other things. I should like to ask Him to make brother Franky's lame knee well. Would that be right, mother?'

'Yes, but then you should ask Him more earnestly to keep you from what is wrong, even in thought, and your dear brother also.'

From this day Emma was a different girl. She was sincere in her prayer, the Lord gave her strength, and she became a very good girl."

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**ACKNOWLEDGEMENTS.**—Many thanks are due to the kind friends who have been making efforts to increase the circulation of the Journal. F. Hollenbeck Esq., of Perrysburgh, has sent the money for seventy-six subscribers; Mr. A. J. Rickoff, of Portsmouth, for forty-six; Mr. R. Hubbard, of Cincinnati, for forty-four; H. F. Merry, of Sandusky City, and R. Morris, of Jackson, Miss., for twenty each, to say nothing of many others who have sent one, two, three or four dollars. We can only hope that our friends may be rewarded by seeing a great increase of interest in the cause of education, result from their efforts for the intro-

duction of our little sheet. And on this point, we may perhaps be allowed to say that in no place where special effort has been made to secure the reading of twenty or more copies, has the effort failed to accomplish much, at least, if it has not produced an entire change in public sentiment, and in the condition of the schools. We say, therefore, unhesitatingly to those citizens who complain of the inadequate qualifications of the Teachers in their vicinity, encourages them to take and read one or more educational papers; to those school officers who deplore the want of interest in the subject of education on the part of the community, circulate the papers; to Teachers who feel that their employers do not appreciate their services or sympathize with their efforts, induce them to read such papers. Be in earnest about it, you can succeed, few men will refuse to pay twenty-five cents for a monthly paper. One of the persons named above, secured forty subscribers on a single Saturday. If you prefer any other paper to this, then obtain subscribers for that, but do not fail to secure the reading of twenty or more papers in your district if you wish to see your schools prosper.

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These Works are sold by J. H. Riley & Co., Columbus; H. W. Derby & Co., Cincinnati; and by booksellers generally throughout the State. Feb. 1849.

### Notice to Teachers.

THE Board of Education of New Lisbon, Ohio, being about to organize the schools of that town, under the provisions of the "Akron School Law," wishes to employ a suitable person as principal of the Grammar School, and Superintendent of the Primary Schools in said town. The Board will allow as liberal a salary as the state of its finances at the introduction of the system will justify, which will be afterwards increased, if the principal chosen should elevate the character of the schools to that of those already in operation under said law in other places. Applicants will be required to produce testimonials of moral character and capability of teaching the several branches necessary to a complete English education. The salary for the first year will be \$500. A female teacher will also be employed to act as assistant in the Grammar School. All applications to be made to the Secretary.

By order of the Board,

March 22, 1849.

JOHN CLARKE, Sec'y.

JOSEPH H. RILEY.

JOSEPH SULLIVANT.

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### PREMIUMS.

Persons sending \$1.00 free of postage shall receive a copy of the Editor's Chart of Elementary Sounds; those sending \$2.00, a copy of either of the first three volumes of the Journal; those sending \$3.00, any two of the first three volumes; and those sending \$5.00, the three volumes bound in one.

### THE OHIO SCHOOL JOURNAL--Vol. IV.

THIS JOURNAL is published, monthly, in octavo form, each number containing twelve pages, besides notices and advertisements of books. It is devoted to the promotion of popular education, and contains articles of interest to teachers and school officers, to parents and the family circle, and will, hereafter, contain a department for the special benefit of scholars attending school or children and youth who are anxious to improve their minds at home; and, being printed in a form convenient for binding, will be found an interesting paper for monthly reading and a valuable work for future reference.

Postmasters, Teachers, and the friends of education in general, are respectfully invited to aid in giving it a wide circulation.

Editors, friendly to the cause of popular education, are respectfully requested to notice it and insert this Prospectus. Those who do so will please forward their Papers.

TERMS.—Single copies fifty cents; three copies \$1.00; seven copies \$2.00, twelve copies \$3.00; twenty copies \$5. Letters, containing two dollars or more, may be sent without prepaying the postage.

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In regard to this work, it should be borne in mind that the back numbers and volumes are not like a last year's almanac. Every number contains articles which will be of interest to the friends of education, as long as virtue and knowledge exist. Many of these articles cannot be, elsewhere, obtained, except in pamphlet form, or in the annual reports of State Superintendents and Boards of Education, and at an expense for each, equal to the cost of a volume of the Journal.

All orders and communications should be addressed to A. D. LEAD, M. D., Columbus, O.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. IV.]

COLUMBUS, JULY, 1849.

[No. 7.]

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## MEETING OF THE STATE TEACHERS' ASSOCIATION.

In consequence of the alarm felt in regard to the Cholera, in the interior and southern part of the State, it has been thought advisable to postpone the meeting of this Association, which has been appointed at Springfield, on the third instant, till some time in the month of September or October next.

An effort will be made to select a time for the meeting which will accommodate as many as possible of the Teachers of the State.

Due notice of the time of the meeting and of the arrangements for the exercises, will be published in the Educational and other papers of the State. Editors who have noticed the appointment of the above meeting will please announce this postponement.

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## PUBLIC SCHOOLS IN OHIO.

Through the politeness of Mr. A. Freese, Principal of the High School, we have received a copy of the Annual Report of the Managers of the Public Schools of Cleveland, for the year ending March 17th, 1849. It is a very neatly printed octavo of twenty six pages; the Report is well written and does credit to the Board of Managers, and the style in which it is executed indicates a becoming liberality on the part of the City Council.

From the Report we gathered the following items: There are now 16 Schools under the charge of the Board, in which 22 Teachers are regularly employed, besides a Teacher of Penmanship and one of music; of the regular Teachers, five are male and seventeen females. The Schools are classified as Primary, Intermediate and Senior Schools, and one High School, in which a male and female Teacher are employed.

The number of scholars registered in all the schools, during the last quarter of the year, was 1873; the average attendance, 1259; the average age of the scholars, 9½ years; and the total expenditures for the schools during the year, \$5,981—from which, assuming the average attendance for the last quarter as a basis for the year, it will appear that the average cost of tuition for scholars is \$4 75 per year. A uniform set of text-books, and a systematic course of study is prescribed in all

the grades of schools, and the Board justly pride themselves upon having in nearly all their schools, Professional Teachers, many of whom have held their places already from four or five, to ten years. This is as it should be. Let every city and town in the state adopt a good system of schools, secure well qualified Teachers and retain them permanently, and the public schools of the State will become what they are capable of becoming, the greatest public blessings.

The following statements are from an article recently published, in the papers of that city, by Mr. M. F. Cowdery, Superintendent of the Public Schools of Sandusky City :

"In the year 1846, there were returned from Portland township, to draw public money, 884 children between the ages of four and twenty-one years. In 1847, there were 1206, and in 1848, 1603 so returned, showing an annual increase of about 400 for the last two years. There are now four grades of schools in the city; first the Primary, designed for those of from four to seven years of age; second, the Secondary for those of eight and nine; third, the Grammar School for those of nine and ten; and fourth, the High School, for those of twelve years or more. There are, including a new building just completed, five Primary School rooms, the Secondary, two Grammar and one High School room. There are employed, including teacher for new building, eight female teachers for the Primary and Secondary Schools, two females and one male in the Grammar Schools, and two females and one male teacher, who acts as Principal of the High School and Superintendent of the other schools of the city. There are enrolled during the present term on the teachers' registers, (including 50 who are ready to go into the new building) 273 in the Primary Schools, 151 in the Secondary, 175 in the Grammar Schools, and 75 in the High School, making an aggregate of 684 now in attendance in all the Public Schools of this city. Of this number, 210 are over ten years old. There are besides, from 20 to 50 applicants for admission into the schools that cannot be received for want of room."

We have already mentioned Marietta as among the places in which an improved system of Public Schools had recently gone into operation. The following is from a private letter just received from Prof. J. W. Andrews, one of the Board of Education.

"Our Schools are doing well. Last year we had five District Schools with an average daily attendance of 219 for 8 months. Now we have eight schools, and an average attendance of nearly 400 scholars. We have four Primary, two Secondary and two Grammar Schools. The latter have the sexes distinct so that we have but one male teacher in the eight. The organization of the system thus far has devolved a heavy labor upon the board, but it has been performed cheerfully. I have met the Teachers every Saturday, for instruction, spending most of the time in elementary reading. We can hardly expect to come very near our mark until we obtain a Superintendent."

We copy the following from the "Free School Clarion," published at Massillon.

Under the very judicious provisions of the law passed by the late Gen-



eral Assembly for the better regulation of Schools in towns and cities, many Union Schools are about to be put into operation. Probably there never has been a time since the first settlement of Ohio, when so much interest on the subject of Popular Education, has been felt as now. The sympathies of community seem to favor our *Public Schools* as the only institutions capable of doing all that the wants of the *whole* rising generation demand. Many men of wealth have become satisfied that it is cheaper to build School Houses, than Jails and Poor Houses; to employ School Teachers than Police Officers: in a word to prevent crime than to punish it. The proposition, that the whole community can be educated cheaper and better, than a part, is fast becoming an axiom; and blessed will be the hour, when this grand truth shall be universally pronounced a postulate.

In this connection, it may not be improper to state, that the citizens of Massillon by a vote of 134 to 10 have just voted a tax of \$2000 for the support of their school for the coming year.

The citizens of Wooster have just started a Union School under very favorable auspices. They have secured the services of Prof. E. M. Parrit as Superintendent, who has commenced his labors with his accustomed zeal.

Mr. Wm. Travis has been selected to take charge of the schools in New Lisbon, and has already commenced in his field of labor, with a corps of seven efficient Teachers.

The citizens of New Philadelphia have done themselves honor by voting a tax sufficient to build them a noble school house, two stories high, and ninety feet by fifty wide.

The flourishing town of Canal Dover, will soon be benefited by a good Union School.

In Brownsville, Licking county, a Union School has been established by a vote of the District.

In Warren, Trumbull county; Milan, Erie county; Mt. Vernon, Knox county; and Bucyrus, Crawford county; Union Schools have been voted by the citizens.

We are pleased to learn from the Perrysburg papers, that the Union School there in charge of Mr. Wright, is succeeding well; and that much interest in favor of popular education, has been excited in that region.

Josiah Hurty, A. M., has taken charge of the Public Schools in Xenia. We expect to hear good things from there.

The citizens of Lebanon, Warren county, have purchased the late residence of Thomas Corwin, and are about to erect a fine Union School House upon the site.

A District School House, two stories high, and eighty by fifty-six feet on the ground has been erected in Lancaster, Fairfield county, at a cost of \$6000. Mr. John S. Whitwell, of Circleville, has been selected for principal.

Before many moons shall wax and wane, there will be at least forty Union Schools in Ohio; and each one of them will require a man of talent and energy, one fully imbued with the spirit of the Teacher to take charge of it; and for his services a good salary will be freely paid. Why will the young men of our State starve out their profitless and unprofitable lives in the "learned professions," when such honorable and lucrative stations are within their reach? Prepare yourselves for teaching as you ought to prepare for the practice of the law, by careful and unremitted study, and you cannot well fail to succeed in attaining a position of which you may well be proud.

## SCHOOL HOUSES.

We take pleasure in presenting to all interested in schools, an engraved view of the fine Union School House lately erected in Massillon, Stark county, Ohio. May the example of the Board of Education in that place stimulate similar officers in Perrysburg, Lancaster, Portsmouth, Xenia and other places to obtain engravings of their School Houses, and may the example of the people in these places incite others to erect such School Houses as will be an honor to their towns and a blessing to the whole community.

In the catalogue of the Massillon Union School, the Board employ the following language:

"THE BOARD OF EDUCATION take pleasure in saying that to the common sense and liberality of the citizens of Massillon, is due the erection of one of the largest and finest school buildings in the State. It is a substantial brick structure, 90 by 60 feet, and (as shown in the accompanying engraving,) is two stories high, on a basement of 94 feet. The first story is 12 feet high, and the second 14 feet. It is divided into six school rooms, with recitation rooms proper to each; also Library apparatus, and Girl's Dressing Room.

The basement is designed, in part, for a play ground in bad weather. The play grounds, proper, are ample and beautiful, comprising near three acres of a delightful grove, on a high and healthy locality, on the north-east side of the village. The whole cost of the building, with well, out-houses, and lot, is about \$10,000.

In the February number of the "Free School Clarion," one of the editors, Mr. Lorin Andrews, Principal of the above named school, issues the following CHALLENGE:—"We, of the town of Massillon, believe we can safely challenge any town or city in the State of Ohio, or even in the great North West, to exhibit a better District School House than ours. Our building is of brick, three stories high and sixty by ninety feet on the ground. The school rooms are from twelve to fourteen feet in height, and are sufficiently large to accommodate six hundred pupils. The basement story is being neatly finished to be used as a dwelling by some family whose business it will be to sweep and take care of the house. The building is furnished with forty feet in length of scrapers, and with mats at each door for cleaning feet; with brick pavements from the front gate to the various entrances; with neat and comfortable desks and seats; with good ventilating apparatus; with two hundred and forty feet in length of hard plaster black-boards; with a bell weighing three hundred pounds; with a library of three hundred volumes; with outline maps, charts and mottoes; & with a clock & thermometer for each room. There are convenient entries supplied with hooks for the clothing and hats of males; and private dressing rooms furnished with mirrors, brushes, &c., for females. The house has an elevated, airy location,

overlooking the winding valley of the Tuscarawas river for miles. The lot on which the house stands, is shaded and adorned with the trees which nature planted and reared; and the whole is enclosed with a neat, substantial, painted fence. Were it proper for the writer of this article to do so, he would say that there are seven very clever Teachers engaged in this "pleasant School;" although he dares not speak so flatteringly of all, yet he has no hesitation in saying that five of the seven are undoubtedly downright nice Teachers, for *they are Ladies* in every sense of the word.

Now, friendly readers, although we have a better school house than you, yet do not imagine that we are inclined to ape the fashion of some who live in fine houses, and say "not at home" to those who call upon us, but rest assured, that should you ever travel through this wheat Egypt of Ohio, and call upon us, we will welcome you right heartily to our literary hospitalities, and with great pleasure will enter your honorable and honored name upon the Massillon Union School Register of Visitors' Names."



### EXAMINATION OF TEACHERS.

We have several times called the attention of School Examiners and others to the importance of adopting the best modes of conducting the examination of Teachers, and take pleasure in laying before them an account of the mode which has, for nearly two years, been pursued in Ashtabula county, which was the first, so far as we know, in which the plan of examining by the use of printed or written questions, was adopted.

The efficient services of the county Superintendent, Mr. Bailey, have accomplished much for the improvement, both of Teachers and Schools. May the time soon come, when every county in the State shall be favored with the services of a similar officer.

The Board of School Examiners for the County of Ashtabula, believing the interest of common schools would be promoted, and more uniform, as well as more thorough examinations of teachers would be secured generally, if the experience and methods adopted by them were known extensively, at their last regular meeting.

*Resolved*, That the mode of procedure, the list of questions, and the result of the examination of teachers at their ninth quarterly examination by printed or written questions, be furnished for publication in the papers of the county, the Ohio School Journal, and the Free School Clarion.

The forenoon of the 27th of April was occupied in the examination of a class of one hundred and two members in separate divisions, by each member of the Board. Each applicant was examined orally in Reading and Orthography, and all the correctly, incorrectly, and not answered questions recorded against the name of each applicant.

In the afternoon the following list of questions was presented to each applicant, also a blank sheet upon which answers were to be written. Remarks specifying the mode of testing the recorded answers, the time when they were to be presented, &c. were made by the Board. Each applicant, then, furnished with the necessary conveniences, recorded the name, age, and number of years experience in teaching, then the answers as far as they were able :

#### QUESTIONS IN GRAMMAR.

- 1st. Is a teacher, who can secure the respect and willing obedience of pupils, practically qualified ?
- 2d. Write the above question, and place the proper punctuation points.
- 3d. Is it a simple or compound sentence ?
- 4th. Write the name of each part of speech in the first question, in the order of its occurrence.
- 5th. What verb agrees with teacher ?
- 6th. Write all the expressions that modify teacher.
- 7th. Write the verb secure in the subjunctive mood, pluperfect tense, third person plural, passive voice.
- 8th. Write the expressions that modify obedience.
- 9th. Write the other verb in the indicative mood, active voice, perfect tense, first person singular.

## GENERAL QUESTIONS.

- 1st. Do you think works on the practice of teaching, school journals, &c., useful?—With what ones are you familiar?
- 2d. In what ways do you design to instruct young pupils who do not spend much time in study?
- 3d. What motives to diligence and good behaviour will you present to youth?

## ARITHMETIC.

- 1st. Write in figures sixty millions six thousand and sixty.
- 2d. Point the above, and write the name of the sixth period in any given number.
- 3d. Write six thousand and sixty in Roman characters.
- 4th. Perform and explain the following example, 647—436.
- 5th. Find the expression for five yards of lace in the lowest denomination.
- 6th. Is the reduction ascending or descending in the preceding example?
- 7th. Add three-fourths, and four-fifths, and five sixths together.
- 8th. From seven-eighths take one-half of three fifths.
- 9th. What is the interest of \$4.04 for four years four months and four days, at four per cent?
- 10th. Involve 49 to the second power.
- 11th. Find the square root of 4489.

## GEOGRAPHY.

- 1st. What are the Poles of the Earth?
- 2d. Describe the Equator.
- 3d. Write the boundary, rivers, mountains, capitals, chief towns and climate of France.
- 4th. Name the countries of South America.
- 5th. Describe the principal lakes in North America.
- 6th. What can you say of the Chinese Empire?
- 7th. Where is New Holland?
- 8th. How is Asia bounded?
- 9th. Where are the West Indies, their climate and productions?
- 10th. Name and describe the largest city in Pennsylvania.
- 11th. What divisions of climate do Geographers make?
- 12th. Write the boundary, rivers, capital, productions, and means of education of Ohio.

## PHYSIOLOGY.

- 1st. How many bones compose the human skeleton?
- 2d. Are the bones composed of animal or earthy matter, or of both?
- 3d. To how many degrees should a school room be heated in order to secure comfort and health?
- 4th. What are the principal organs concerned in breathing or respiration?

## HISTORY.

- 1st. In what year was the last war declared against Great Britain?
- 2d. When did Washington become the seat of the General Government?
- 3d. In what year was the first settlement made in Ohio?
- 4th. Into how many counties is Ohio divided?
- 5th. Who is the present Governor of Ohio?

The papers containing the answers were presented for examination between the hours of five and seven, P. M. They were examined, and the age, number of quarter's experience, all the incorrect answers, number not answered, errors in spelling, and ungrammatical expressions in each branch, recorded opposite the name of each applicant. Having thus a complete statement of the examination of each applicant recorded, the following rules were adopted for graduating qualification in degrees from one to seven in each branch, number one being perfect or without an error :

For every error in reading, orthography, history, and physiology, one degree lower was marked upon the certificate. For every two errors in grammar, arithmetic, and geography, one degree lower in the scale.— On failure to answer any questions in any branch, the name of that branch (which is printed on the certificate) was erased. Then, finding the number of errors contained in all the branches, and comparing them with the number of questions proposed, the following rules were adopted to limit or extend the time of the certificate :

If five errors or less appeared in the examination in all the branches, the certificate was granted for the longest time allowed by law, (two years.) There were of this class sixteen applicants. If from five to ten errors, eighteen months continuance. Of the second class there were twenty-nine. If from ten to fifteen errors, twelve months certificate. There were of the third class thirty-eight applicants. If from fifteen to twenty errors, six months certificate. There were of the fourth class fourteen applicants. If over twenty errors, no certificate was granted. Of the fifth class there were five applicants.

Of those who applied, there were five under sixteen years of age, fifty-eight over sixteen and under twenty, twenty-nine over twenty and under twenty-five, and ten over twenty-five. Forty-seven had never taught, thirty six had taught three quarters or less, and the remaining fifteen had taught on an average eight quarters each.

The design of the examiners in thus laboring to secure system and uniformity, is two-fold. 1st. It operates as an incentive to teachers to ply themselves assiduously that the representation upon their certificate may be creditable, as well as debars the unqualified pretender from participation in a work, the most responsible, for which he has made no previous preparation. 2d. School directors can place reliance upon an individual who applies for a school, in exact proportion to the state of facts exhibited upon the applicant's certificate—the certificate borne by the teacher, presenting as far as could be obtained, a complete statement of his qualifications intellectually.

Add to this method of examining teachers, (which may yet be improved,) a thorough examination of the schools once or twice each session, and if desired by the Superintendent, let the certificate held by the teacher receive a farther statement of *practical* qualification in various degrees, based upon a careful examination of classes, and an observation of management, classification, mode of instruction, &c., and but few years will intervene before our schools will exhibit sensible advancement.

A. H. BAILEY,	} <i>Examiners.</i>
A. KRUM,	
J. TUCKERMAN,	

Jefferson, May 4th, 1849.

By an examination of the record for the past eighteen months, it appears that there have been examined in the mode detailed above, five

hundred and eighteen applicants ; ninety-seven of whom received certificates for twenty-four months, one hundred and thirty-four for eighteen months, one hundred and twenty-five for twelve months, one hundred and thirty-three for six months, and thirty-nine failed to secure certificates. It appears, also, that the time for which certificates are granted corresponds very nearly with the experience applicants have had in teaching. Refusals also follow about the same rule ; thus, there were at the last examination, to those who had most experience, certificates granted for sixteen and a half months on an average, and one refused ; to those who had taught three quarters and less, fourteen and two-thirds months and one refusal ; and, to those who had never taught, certificates were granted for twelve and one-fourth months on an average and three refused. Forty-nine certificates have been renewed by the undersigned, who has uniformly restricted this power to a single renewal.

A. H. BAILEY, *Sup't.*

### HINTS, &c.

[From the Common School Journal.]

No faculty of a teacher is more useful and important than Ingenuity or Invention. The proper exercise of this will give interest to every exercise, and often prevent the necessity of severe discipline. We have not seen a better example of the successful use of this faculty than in the following sketch, which appeared first in the *Excelsior*.

"I had a ride on the South Shore Railroad to Cohasset, and a young friend of mine, who teaches in that region, to show how much more effectual sympathy is than the rod, in governing a school, related the following incident: The other day, about twenty of the scholars were taken with a sudden and severe fit of coughing. It was one of those contagious coughs peculiar to schools, and to conventions with a dull speaker on the stand. Instead of using harsh measures to stop the noise, he called the afflicted ones from their seats, alluded to the danger of sitting in a stooping posture with such a serious cough on their lungs, and then advised them to stand erect on the floor an hour or so. At the time of recess, he thought it would not answer for them to go out and play in the cold, while in such a dangerous condition, for by increasing their influenza they might lose their lives. His tender-heartedness was too much for them; they all came in, the afternoon, completely cured.

Once, when the recitation of the numerous classes in our own school were interrupted by the bawling of a wilful cry-baby, who had not been punished, but who was displeased, at something, and determined to take revenge by disturbing the school, we suddenly sounded the whistle, which always produced a death-like silence. Hearing her own voice, the wilful creature instantly stopped. "Who was that singing?" said I. Some monitor replied "Miss B." "Do not stop," said I, "but, now the school is still, go on with the tune, and let us have a chance to enjoy it." Not a sound more could we get, and I directed the classes to go on with their recitations. The scholar never annoyed us again in that manner.



## YOUTH'S DEPARTMENT.

## AUNT MINDWELL'S CHAT WITH THE CHILDREN.

My dear little friends, I wish you a joyous evening. It is a long time since we have had the pleasure of a pleasant chat, and I am ready to admit that the apparent neglect has been wholly on my part. But I am sure you will forgive me when you hear my apology.

You know it has been Spring-time—and I dare say you are aware that your mothers have had a great deal of care, in preparing your summer clothing, and getting the house thoroughly cleaned, and the door-yards neatly arranged. Now your aunt Mindwell has had a great deal of similar care; for she has been helping a great many mothers about this labor for the children; and I am sure when you see how comfortably they look, and how joyously they skip about among the flowers, you will say she has been well employed.

But this evening we will try to forget all we can of care, and enjoy the passing hour to our hearts content. See! the sun is just sinking from view, so glorious that he seems to be sailing away in a sea of light, while the clouds that float above, look like the pendant sails of his resplendent bark.

How beautiful the earth looks now, with its green robe all bespangled with flowers! It is too lovely an evening to think of being shut up in the house talking about books, so we will just stroll out and look at the works of God. And truly, does

not this scene look like an enchanting picture, finer far than any in your illuminated books? And it contains more marks of wisdom than all the books in the world save one.

Did I hear George asking how that could be? I will tell you. Books are but the interpreters of what men *know* of God's works, and they partake of the limited nature of the created mind. But nature is the perfect work of God, who is unlimited in power and understanding. He knows all things, and He can do all things. Look around you for a moment, and see what wonders He has created. Look at the sun's golden light which is now thrown back from the soft blue sky. What a mysterious thing light is! This beautiful earth, with its variety of pleasing colors, would be one dark mass if it were not for light. Not a single bright flower nor a glittering would we behold.

The various properties of bodies absorb or throw out different properties of light, which produces what we call color.

Can any of you tell me how many colors there are in a ray of light?

Mary says three; Frank says seven.

Now let us see which is right.—Master Frank can you tell us how you came to think there were seven primitive colors?

Pretty well for your observation. We can certainly count seven colors in the rainbow. And in the "Solar spectrum" that you say the Professor was so kind as to show

you they seem very distinct indeed. I recollect a strange word by which Dr. Watts says we can remember the arrangement of these colors, and as it will help you to recall their order, I will tell you. It is *Vibgyor*. The letters stand for the seven colors, violet, indigo, blue, green, yellow, orange, red.

Now let us hear Mary's reason's for thinking that there are but three primary colors.

So you think, Mary, that if we were to mix violet and blue together they would result in a shade that we denominate indigo, while a slight tinge of red from a neighboring ray would convert your indigo into violet again, and the presence of another neighbor would leave a more sember shade that we call blue, so that we might as well call them all variations of blue. Then a shade of yellow falling on the blue would make a beautiful green and a shade of red on the yellow would make orange. So you think the only primary colors are blue, yellow and red.

Well, wiser philosophers than you have differed upon this point, and I think I must leave it for your reflection. I hope you will not fail to remark the wonderful effect produced by these few primary colors by various combinations and shades.— Look at these beautiful roses, so bright and glowing; the little blue-eyed violet; the golden buttercup; then see the many colors that their relations put on! Here is a rose so softly tinged that it has hardly a brighter color than Ellen's cheek; there a little *Forget-me-not*, that looks like a little flake of the sky— is it not wonderful?

Men may study and write books, but God alone could unfold to us the wonderful nature of the smallest plant that grows. I think at our next interview we must talk a little about botany which as you know is the science of plants and flowers. Though we can never in this world hope to know *how* God made them, we can learn something of their parts and uses.

### KIND WORDS.

They never blister the lips. And we have never heard of any mental trouble arising from this quarter.

Though they do not cost much, yet they accomplish much :—

1. They help one's own good nature and good will. Soft words soften our own souls. Angry words are fuel to the flame of wrath, and make it blaze the more fiercely.

2. Kind words make other people good natured. Cold words freeze people, and hot words scorch them, and sarcastic words irritate them, and bitter words make them bitter; and wrathful words make them wrathful.

There is such a rush of all kinds of words in our days, that it seems desirable to give kind words a chance among them. There are vain words, and idle words, and hasty words, and war-like words.

Kind words produce their own image on men's souls. And a beautiful image it is. They soothe, and quiet, and comfort the hearer; they shame him out of his sour, morose, unkind feelings. We have not yet begun to use kind words in abundance, as they ought to be used.—

*Paschal.*

## NOTICES OF BOOKS, &amp;c.

GUIDE TO THE TEMPLE OF TIME; AND UNIVERSAL HISTORY FOR SCHOOLS.  
By Emma Willard.

WILLARD'S MAP OF TIME: A Companion to the Historic Guide.

FIRST LESSONS IN GREEK: a series of exercises, analytical and syn-  
thetical, in Greek Syntax: designed as an Introduction to Brook's  
Greek Grammar.

COLLECTANEA EVANGELICA; or selections from the Greek New Testa-  
ment, consisting of portions of the Four Gospels arranged in chronolo-  
gical order, forming a connected history of the principal events in the  
life and ministry of Jesus Christ. With notes and a Lexicon. To  
be used in connexion with the author's Greek Lessons. By N. C. Brooks,  
A. M. Principal of the Methodist Female College, Baltimore. New York,  
published by A. S. Barnes & Co. Cincinnati: H. W. Derby & Co. 1849.

LECTURES ON THE PHILOSOPHY OF ARITHMETIC, and the adaptation of  
that science to the business purposes of life; for private students and  
advanced classes in Schools. By Uriah Parke. Second Edition, revised  
and improved by the Author. Philadelphia: published by Moss and  
Brother, 1849.

THE YOUNG COMPOSER: containing, in a condensed form, many things  
of importance to those learning to write compositions. By Charles  
Northend, A. M. Portland, Me. Sanborn & Carter, 1849.

## Adam's New Arithmetical Series, FOR SCHOOLS AND ACADEMIES.

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BERS: Being an introduction to the Revised Edition of Adams's New Arithmetic.

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translated into the language of Greece, and published in that country. It has found its way into  
every part of the United States. In the State of New York, for example, it is the text-book in  
ninety-one of the one hundred and fifty-five academies which reported to the regents of the Uni-  
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The Tax Payers of Massillon, at their late meeting, voted with great unanimity three hundred dollars for the purchase of a Philosophical Apparatus, for the use of the Massillon Union School. It is sincerely to be hoped, that the citizens of many other towns in Ohio will go and do likewise.—*Free School Clarion.*

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## N. W. EDUCATIONAL SOCIETY.

The Annual Meeting of the North Western Educational Society, will be held in the city of Cleveland on the second Wednesday in August next. All teachers and other friends of education in the great North West, are expected to attend. Delegates from other Educational Associations, are invited to participate in the proceedings, and give their aid in advancing the great work of universal education.

May, 1849.

LORIN ANDREWS, Rec. Sec.

## NATIONAL CONVENTION.

A National Convention of the friends of Common Schools is to be held in the city of Philadelphia, on the 22d of August next, to devise measures for the advancement of Popular Education throughout the whole Union. All who feel an interest in a subject of such vital importance, are urged to attend. We hope such efficient action will be taken as to ensure renewed zeal on the part of the friends of Common Schools throughout our whole country. We hope to be there ourselves, and shall expect to meet a large delegation from Ohio.—*Free School Clarton.*

JOSEPH H. RILEY.

JOSEPH SULLIVANT.

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## PREMIUMS.

Persons sending \$1.00 free of postage shall receive a copy of the Editor's Chart of Elementary Sounds; those sending \$2.00, a copy of either of the first three volumes of the Journal; those sending \$3.00, any two of the first three volumes; and those sending \$5.00, the three volumes bound in one.

## THE OHIO SCHOOL JOURNAL--Vol. IV.

THIS JOURNAL is published, monthly, in octavo form, each number containing twelve pages, besides notices and advertisements of books. It is devoted to the promotion of popular education, and contains articles of interest to teachers and school officers, to parents and the family circle, and will, hereafter, contain a department for the special benefit of scholars attending school or children and youth who are anxious to improve their minds at home; and, being printed in a form convenient for binding, will be found an interesting paper for monthly reading and a valuable work for future reference.

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In regard to this work, it should be borne in mind that the best numbers and volumes are not like a last year's almanac. Every number contains articles which will be of interest to the friends of education, as long as virtue and knowledge exist. Many of these articles cannot be, elsewhere, obtained, except in pamphlet form, or in the annual reports of State Superintendents and Boards of Education, and at an expense for each, equal to the cost of a volume of the Journal.

All orders and communications should be addressed to A. D. LOMB, M. D., Columbus, O.

# THE OHIO SCHOOL JOURNAL.

EDITED BY ASA D. LORD.

VOL. IV.] COLUMBUS, AUGUST, 1849. [No. 8

## MEETING OF THE STATE TEACHERS' ASSOCIATION.

The Chairman of the Executive Committee has consulted with a number of teachers, and others, in regard to the next meeting of the Association. The prevailing opinion is, that it would be best to hold it in this City on the 26th and 27th of Dec., the regular time for the Annual Meeting. Should any other time or place be selected, the announcement will be made as early as possible, and in either case, the arrangements will be completed as soon as consistent, and published with the least possible delay. It is the wish of the Committee to have all the reports, and as many as possible, of the addresses which were announced for the Semi-Annual Meeting, presented at the approaching session. Several other reports have been received by the Committee, and the discussions announced will be interspersed with the other exercises. Committees who have not yet reported on subjects assigned to them, are earnestly requested to forward their reports in time for the meeting, or to present them in person.

## EXPLANATION AND APOLOGY.

The Public Schools of this City closed in June last for the usual summer vacation, and the Editor left for a visit in the northern part of the State, expecting to be absent some three weeks only, and to return in season to superintend the issue of the July number of the Journal, the copy for which was placed in the hands of the printer. Owing to the sickness in town, and the absence of many families, the Board of Education postponed the opening of the schools till the first of October. In consequence of this, the Editor's absence was unexpectedly prolonged, and, as the patronage of the Journal would not warrant him in incurring the expense necessary to provide for issuing it in his absence, it has been suspended. The publication of it will now be resumed, and the volume completed with as little delay as possible.

For the sake of uniformity, the present number is dated as though issued in August; but its contents are the same as if dated October.

The explanation above given must be our apology to correspondents and others, for the delay in attending to their communications, orders,

Sec., some of which may have failed to reach us. If any who have sent orders or communications needing to be answered, fail to receive the papers ordered or the replies expected, during the present month, they may conclude that their letters have not been received.

### PUBLIC SCHOOLS IN OHIO.

The following notice of the Union School in Xenia, is extracted from the "Torch Light."

"The first session of the Union School closed on Friday, the 20th of July last, on which day, and the day before, the examination of the pupils took place. The session commenced in April last, amid doubts and fears on the part of many, as to the practicability of the system, but a few weeks trial has proved them *groundless*.

The general health of the school has been good, which must be attributed, in part, to the fine airy building in which the children assemble. The examination as far as observed, was highly creditable to teachers and pupils. They all exhibited a promptness, that was truly commendable. The exercises were varied and well arranged; well calculated to keep up the interest, not only in the spectator, but the pupil, conducted simply as the daily routine of recitations. Examinations as generally conducted in our schools, might more properly be called *Exhibitions*, for the reason that they are mostly arranged for the occasion, without giving a fair specimen of the plan of daily instruction they practice.

The system of instruction established here, is a decided improvement over the old, as practiced in most of our Common Schools. It has worked well in Cincinnati, Cleveland, Massillon and other places, and there is every indication the most sanguine could wish, that it *will succeed* here. Defects may exist, but they will be cured by time and experience. It has been made an object to give instruction on subjects of all kinds, that concern, more or less, our daily and hourly business transactions, in every department of life; subjects that have been and are still neglected entirely in most of our Common Schools. These instructions are communicated in every form and manner, so that no mind will be passed by, or fail to receive some useful knowledge. The pupil is not, as of old, kept sitting in the stocks and poring over his book all day long, but there is a *continual change of scene, that keeps the attention arrested*. His studies never become irksome. His mind is relieved from the book, by lectures on different topics, as they arise in his recitations, by drawings of different things, illustrative of the subject,—by singing, and the principles of music, and other digressions from the regular routine, to subjects of general utility.

The exercises in mental Arithmetic are invaluable. They are a relief to the mind after the tedious calculations on the slate or black board; they are more practical. They lead the mind of the pupil on from step



to step, without the aid of writing, through long processes, and are well calculated to make quick and accurate accountants.

Instruction in Civil Government, heretofore totally neglected, has been incorporated as a part of the system. Many young men have grown up in our midst, without knowing in fact the names of the offices of our State or National Government, much less their most common principles. This evil can and will be corrected by thoroughly training the rising generation in the nature and object of those institutions they will soon be called on to sustain by their votes and money.

The teachers in this institution during the last session, have been efficient, attentive at all times to their duties. It has been their practice to meet once a week for the purpose of consultation, to give each other the benefit of any improvement in the mode of teaching, they may have discovered through the week, and compare views on different subjects pertaining to their several departments.

The following account of the Public Schools of Newark, (to which allusion was made on page 30 of the present volume,) is furnished by A. W. DENNIS, Esq, the Secretary of the Board of Education, and Superintendent of Schools in Licking County.

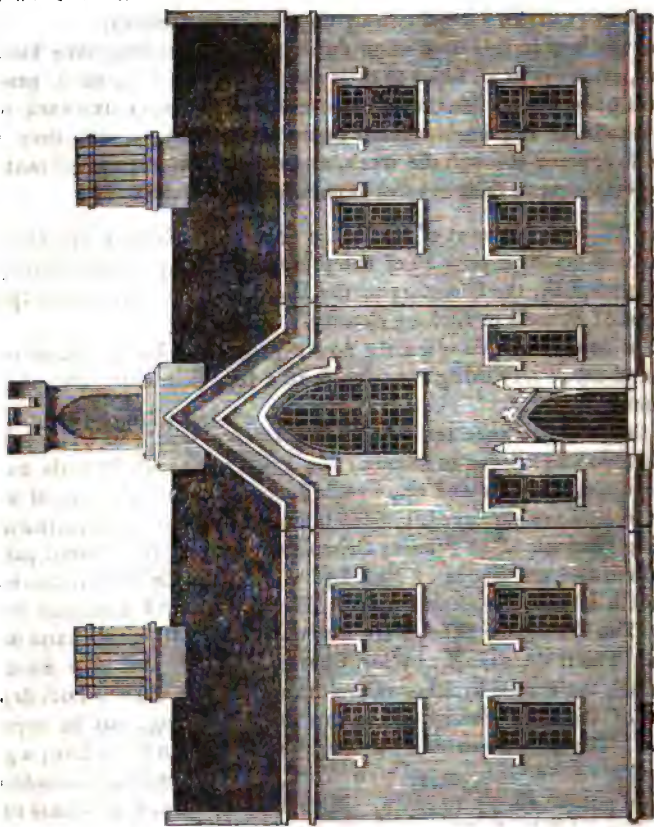
"The schools of this town are now organized under the Akron school law, and are, every thing considered, in a very flourishing and prosperous condition.

At this time we have ten schools and twelve teachers. The schools are divided and classed as follows: Six Primary Schools for male and female pupils, one male and one female Secondary school, in each of which two teachers are employed, besides the male and female departments of the High School. The Primary Schools are located in different parts of the town, and are taught by Miss Lydia M. Little, Caroline L. Seymour, Elizabeth M. Morgan, Ann Dunham, Eliza Harris and Ann Jane O'Conner. The Secondary Schools are also situated in different parts of the town. The male is taught by Mr. Charles H. Kibler and Miss Susan H. Bushnell, the female by Misses Caroline and Sophia Carter. Both departments of the High School are in the same building, but in separate rooms. The male department is taught by A. Judson Buel, Esq., a graduate of Madison University, New York, who is also Superintendent of all the public schools in town. Miss Sarah Niles, a graduate of the State Normal School, Albany, N. Y., has charge of the female department of the High School.

There are at this time enrolled in the several schools, near six hundred scholars.

The Board of Education have adopted a uniform set of text-books, and prescribed a systematic course of study for each school. The greatest disadvantage experienced is, the want of good school houses, the Board having to rely almost entirely on rented rooms.

A lot containing over an acre of ground, and situated in a pleasant part of the town, has been purchased, on which it is intended to build a stone or brick school house, sufficiently large, to accommodate five or six hundred scholars. A tax of \$4,000 has been levied, the greatest proportion of which will be appropriated to the erection of this building, and it is expected that it will be completed about the 1st of October, 1850. The whole cost of lots and building, will be six or eight thousand dollars.



LANCASTER UNION SCHOOL.

Above we present our readers a neatly engraved view of the Union School House, recently erected for the north part of the town of Lancaster, Fairfield Co. The building is 80 by 56 feet; each story is divided into four apartments, and the house will accommodate about 400 scholars. In front of the main entrance is a spacious hall, in which are ante-rooms for each of the separate school-rooms. The whole cost of the building and grounds was about \$6000.

When will the Boards of Education in Dayton, Xenia, Perrysburg and other places where good school houses have been erected, present the public with similar engravings? Nothing, perhaps, is needed to stimulate the people in a large number of towns in the State to act in this matter, but to inform them what has been done in other places.

### SCHOOL GOVERNMENT.

In visiting the numerous schools of New York, one has an opportunity to see the various kinds of government in use in different places. In most of the schools good order is maintained without severity, but in some with much less trouble and fuss than in others. In some of the female schools the changes of exercise, and the necessary and calisthenic evolutions are performed without a word being said by either teacher or scholar. The order is given in pantomime, and there seems absolutely to be better attention from the scholars, than if the order had been given in loud tones and with great authority. The cat, being constantly used, becomes dull and heavy; but language addressed to the sharp, quick eye, secures the attention.

We may go into the large boys' school, and we shall perhaps see the teacher take up a tremendous bell, large enough for a hotel dinner bell, and jingle it with great fury; but this not, at first, effecting his object, it is jingled a second time, and the teacher informs the boys that he *must* and he *will* have order. This ominous communication produces a hush—all is hurried or nearly so, and he must be a Sadducee that could not see and believe that the spirit of mischief had been exercised, and that the school was in excellent order!

We pass to another school, and we find all the scholars and all the teachers industriously engaged. Every thing is proceeding in order, and there is no trouble, no fuss, and nothing is said about order. When it becomes necessary that any general order should be given for any change of exercise, or for dismissal, the teacher steps to the desk and just touches a small bell, and the business is suspended, and the attention is all given to the expected order or direction. This last teacher is a man who uses no redundant words of authority. His expletives, if he ever uses such, are for the enforcement of instruction, and not for order. He says pleasantly and quietly to one, do this, and he doeth it, knowing that it would not be well for him to disobey. He never threatens, but he sometimes promises, and always fulfils his promise to the letter. He has but few rules, and these are easily understood and remembered. He does not make long or prosy homilies to the boys about their conduct, but, occasionally, at the opening or closing of the school a few pertinent remarks as a direction for the governing of their conduct.—They all understand that he means what he says, and they govern themselves accordingly.

The examples which we have cited, by way of illustration, are not mere abstractions, but are cases taken from real life, and the teachers, both of them, men of real merit—the one with the big bell working much harder than the one with the small bell, but with less pleasure and smaller success. The teacher's manners, it should be remembered, are generally implanted in the children of his charge. Children are emphatically creatures of imitation, and none but persons of education and refinement of manners should be teachers. A pleasing address is as necessary as learning, in order to produce the best results.—*Teachers' Advocate*.

[From the Mass. Teacher.]

### WHAT A TEACHER SHOULD BE.

A TEACHER of youth should be familiar with the branches he is called to teach; but this is not alone sufficient; it is something; united with a happy faculty of instruction and government, it is much. But it is not all there is to be desired in the Guide of the young intellect, the master and companion of the future man. What the teacher is in his general character, his principles of life, his personal habits, his individual objects, his tastes and amusements, his whole bearing and demeanor, has as much to do in forming the spirit and shaping the destiny of his pupils, as his more direct instructions. There is a certain air about a man, or rather a certain spirit in him, which determines, to a great degree, the influence of his whole life. It is not exactly what he knows, or what he says, or what he does; but a peculiar style of character in all these respects—that which makes him one and the same man, everywhere and upon all occasions. If of the right sort, bright, earnest, open, kindly, full of cheerful hopes, and ennobled by reverence for truth and love of goodness, this general character is itself a school—a model for young ambition—a fountain of good thoughts, a silent, insinuating, living stream, nourishing the roots and opening the buds of the spring.

In this character we find the elements of that ENTHUSIASM, without which great things are never done, by any body, in any sphere of life—enthusiasm (*God in us*), a heavenly, divine spirit, moving us to attempt good ends by manly efforts, and, with an eye fixed on high objects, to labor earnestly and long, with a sturdy heart and a cheerful face.

It is said of Socrates, the greatest master of Ancient Greece, that he saw in a dream, a beautiful white swan flying towards him from the altar of Venus and lighting in his lap. In a little time the bird spread its wings again, and rising into the air, went up, up, till it disappeared in the clear sky. The next day, while he was relating the dream to his pupils, Aristot, came leading to him his son Plato. Socrates fixed his eyes upon the lad, surveyed his broad, high forehead, and looked into his deep, clear eye, and exclaimed, "Behold the swan of my school!"—He nursed the boy with parental pride and parental hopes; and the

own of this school became the noblest mind in the literature of his country, and has, perhaps, impressed his influence more sensibly upon the Christian ages than any other uninspired intellect. When men are found capable of this enthusiastic interest in the education of the young, their price is above rubies.—*Professor Frothingham.*

## COMMON SCHOOLS.

At the late inauguration of Jared Sparks, as President of Harvard College, Governor Briggs made an address which is spoken of as having been neat and highly appropriate. The following remarks to the new President on the subject of common school education, with his interesting response, will be read with pleasure by every one who has any just conception of the influence of this particular agency in the formation of our New-England character and institutions:—

“Not doubting that the colleges of the Commonwealth always feel an interest in the success of her common schools, I may be allowed to suggest that more practical demonstrations of that interest, and the manifestation of a desire for their advancement, in all suitable ways, would tend to promote the prosperity of both these essential departments of education.

The mass of our children and youth must begin and finish their education in the district school houses. There the children of the poor, mingling with the children of the rich, must gather the treasures of knowledge. Our system of free schools is one of the richest fruits of the gospel, which, upon its introduction into the world, was preached to the poor. They are the natural nurseries of the colleges.

Let the free schools in all our towns be competent to fit their pupils for college, and your colleges will always be full. The interests of the two institutions are identical. Both should be ardently loved and cherished by all who love their country, liberty, and their race.”

From the admirable response of Mr. Sparks, we take the following:—

“Your Excellency has mentioned the common schools, and the intimate relation between them and the colleges. Here, permit me to say, you have touched a chord, whose vibrations I would neither resist nor disguise. Many of my earliest and dearest associations are centered within the narrow walls of the school room. Nurtured during my childhood and youth in the common schools of New England, and for six winters a teacher of a common school, I have reason to be grateful for the benefits derived from them, in forming both my mind and character. Nor is it too much to say, that for such of the qualifications as I may possess for understanding and discharging some of the most important duties of the station in which I am now placed, I have been more indebted to the seeds planted in the common schools, and to the experience which strengthened their growth, than the later instruction and disci-

recher future advancement both easy and rapid, presenting the animating prospect that the time is not distant when geology will receive equal attention with its sister sciences, geography, as a subject of early instruction.

The fact that the first pebble likely to meet the eye in any part of the world, is the most important letter in the geological alphabet, affording one of the most instructive lessons to be found any where, shows the beautiful simplicity of this science, and the readiness with which it can be entered by any member of any school or family. While this mineral, called quartz, is the most abundant material in soils and the most important element of our whole globe, it has also formed much the greatest variety of gems, used as ornaments in all ages of the world since the rich present of the Queen of Sheba to the King of Israel. Hence the attention of the young is invited to this abundant and beautiful material of the globe as the first specimen in a geological cabinet. This obtained, others will follow in rapid and rich succession, affording increased energy and pleasure at every step of progress up the hill of science, developing during the whole course new beauties and new riches, capable of being spread far and wide among all nations and all classes of the human family.

**WAR.**—Voltaire thus expresses himself on the subject of war:—"A hundred thousand mad animals, whose heads are covered with hats, advance to kill or be killed by their fellow mortals, covered with turbans. By this strange procedure, they want to know whether a tract of land to which none of them has any claim, should belong to a certain man whom they call Sultan, or another whom they call Czar,—neither of whom ever saw or ever will see, the spot so furiously contended for; and very few of those creatures who thus mutually butcher each other, ever beheld the animal for whom they cut each others' throats! From time immemorial this has been the way of mankind almost all over the whole earth. What an excess of madness is this; and how deservedly might a superior Being crush to atoms this earthly ball,—the bloody nest of such ridiculous murderers."

**A MATHEMATICIAN'S IDEA OF HONOR.**—A graduate of Cambridge gave another the lie, and a challenge followed. The mathematical tutor of this college, the late Mr. V——, heard of the dispute, and sent for the youth, who told him he must fight. "Why?" said the mathematician. "He gave me the lie." "Very well, let him prove it; if he proves it, you do lie; and if he does not prove it, he lies. Why should you shoot one another? Let him prove it."

**LITERATURE IN RUSSIA.**—A recent Imperial Ukase, which imposes a duty of ten copecks a pound on printed books imported into Russia, provides that *double duties shall be paid on all novels and romances.*

## YOUTH'S DEPARTMENT.

Let all our young readers read and carefully ponder the following: now is the time for improvement—not a moment of your study hours should be allowed to pass unoccupied; no matter if you do not see the use of your studies now, the time will come when you will understand it.

Teachers will do well to read this article to their scholars. We do not vouch for the truth of the narrative, as the history of any particular individual, but every one will admit the correctness of the views it contains, and there is hardly a village or neighborhood in our country which does not contain men who are occupying stations far below those for which they might have been amply qualified, had they improved their time at school.

### THE USE OF LEARNING.

BY T. A. ARTHUR.

"I'm tired of going to school," said Herbert Allen to Wm. Wheeler, the boy who sat next him. "I don't see any great use, for my part, in studying geometry, and navigation, and surveying, and mensuration, and a dozen of other things that I am expected to learn. They'll never do me any good. I am not going to get my living as a surveyor, or measurer, or sea captain."

"How are you going to get your living, Herbert?" his young friend asked, in a quiet tone, as he looked up in his face.

"Why, I'm going to learn a trade; or, at least, father says that I am."

"And so am I," replied William. "And yet my father wishes me to learn every thing that I can, for he assures me that it will be useful some time or other in my life."

"I am sure I can't see what use I'm ever going to make, as a addler, of algebra and surveying."

"Still if we can't see it, Herbert, perhaps our fathers can, for they are older and wiser than we are.—And we should endeavor to learn simply because they wish us to; even, if in every thing we are expected to study, we do not see clearly the use."

"I can't feel so," Herbert replied, tossing his head, "and I don't believe that my father sees any more clearly than I do, the use of all this."

"You are wrong to talk so," his friend said in a serious tone; "I would not think as you do for the world. Our fathers know what is best for us, and if we do not confide in them we will surely go wrong." "I am not afraid," responded Herbert, closing the book over which he had been poring reluctantly for half an hour, in the vain attempt to fix a lesson on his unwilling memory; and taking some marbles from his pocket, commenced amusing himself with them.

William said no more, but turned to his lesson with an earnest attention. The difference in the character of the two boys is too plainly indicated in the brief conversation we have recorded, to need further illustration. To their teacher it was evident, in numerous particulars in their conduct, their habits, and manners. William recited his lesson correctly, while Herbert never learned a task well. One was always punctual at school; the other a loiterer by the way. William's books were taken care of; Herbert's soiled, torn, disfigured, and broken externally and internally.

Thus they began life. The one obedient, industrious, attentive to the precepts of those who were older and wiser, and willing to be guided by them; the other indolent, and inclined to follow the leadings of his own will rather than the

more experienced teachings of others.

\* \* \* \* \*

As men, at the age of thirty-five, we will again present them to the reader. Mr. Wheeler is an intelligent merchant in an active business, while Mr. Allen is a journeyman mechanic, poor, in embarrassed circumstances, and possessing but a small share of general information.

"How do you do, Mr. Allen?" said the merchant, as he entered the counting-room of the former.—The contrast in their appearance was very great. The merchant was well dressed, and had a cheerful look, while the other was poorly clad, and seemed sad and dejected.

"I can't say that I do very well, Mr. Wheeler," the mechanic replied in a tone of despondency.—"Work is very dull, and wages low, and with so large a family as I have, it is tough enough to get along under the best circumstances."

"I am really sorry to hear you say so, Mr. Allen," replied the merchant, in a kind tone; "how much can you earn now?"

"If I had steady work, I could earn nine or ten dollars a week.—But our business is very bad; the substitution of steam engines on railroads for horses upon turnpikes, has broken in seriously upon the harness making business. The consequence is, that I do not average six dollars a week the year round."

"Is it possible that railroads have wrought such a change in your business?"

"Yes, the harness making branch of it; especially in large cities like this, where the heavy wagon trade is almost entirely broken up."

"Did you say that six dollars a week were all that you could average?"

"Yes, sir."

"How large is your family?"

"I have five children, sir."

"Five children, and only six dollars a week?"

"That is all, sir. But six dollars will not support them, and I am in consequence going behind hand."

"You ought to try to get into some other business."

"But I don't know any other."

The merchant mused for a while, and then said, "perhaps I can get you into something better. I am president of a newly projected railroad, and we are about putting on the line a company of engineers, for the purpose of surveying and engineering, and as you studied those sciences at school at the same time that I did, and I suppose have still a correct knowledge of both, I will use my influence to have you appointed surveyor. The engineer is already chosen, and at my desire will give you all requisite instructions until you revive your early knowledge of these matters. The salary is one hundred dollars per month."

A shadow still darker than that which before rested there, fell upon the face of the mechanic.

"Alas! sir," he said, "I have not the slightest knowledge. It is true I studied it, or rather pretended to study, at school, but it made no permanent impression on my mind.—I saw no use in it then, and am now as ignorant of surveying as if I had never taken a lesson on the subject!"

"I am very sorry, Mr. Allen," the merchant replied, in real concern. "If you were a good accountant, I might perhaps get you into a store. What is your capacity in this respect?"

"I ought to have been a good accountant, sir, for I studied mathematics long enough; but I took little interest in figures, and now, altho' I was many months at school, pretending to study book-keeping, I am utterly incapable of taking charge of a set of books."

"Such being the case, Mr. Allen, I really do not know what I can do with you. But stay! I am about sending out an assorted cargo of



Buenos Ayres, and thence round to Callao, and want a man to go as supercargo who can speak the Spanish language. I remember that we studied Spanish together. Would you be willing to leave your family and go? The wages will be one hundred dollars a month."

"I have forgotten all my Spanish, sir, I did not see the use of it while at school, and, therefore, it made no impression on my mind."

The merchant, really concerned for the poor mechanic again thought of some way to serve him. At length, he said, "I can think of but one thing that you can do, Mr. Allen, and that will not be much better than your present employment. It is a service for which ordinary persons are employed, that of chain carrying to the surveyor on the proposed railroad expedition."

"What are the wages, sir?"

"Thirty-five dollars a month."

"And found?"

"Certainly."

"I will certainly accept it thankfully," the man said. "It will be better than my present employment."

"Then make yourself ready at once, for the company will start in a week."

"I will be ready, sir," the poor man replied, and then withdrew.

In a week the company of engineers started, and Mr. Allen with them as chain carrier; when, had he, as a boy, taken the advice of his parents and friends, and stored up in his memory what they wished him to learn, he might have filled the surveyor's office at more than double the wages paid him as chain carrier. Indeed, we cannot tell how high a position of usefulness he might have held, had he improved all the opportunities afforded him in youth. But he perceived the use of learning too late.

Children and youth cannot possibly know as well as their parents, guardians and teachers, what is best for them.

Men who are in active contact with the world, know that the more extensive their knowledge on all subjects, the more useful they can be to others; and the higher and more important use to society they are fitted to perform, the greater is the return to themselves in wealth and honor.

#### ANECDOTE WITH A MORAL.

When Charles the Second chartered the Royal Society, it is narrated of him that he was disposed to give the Philosophers a royal, but at the same time a wholesome lecture:—

"Why is it my lords, and gentlemen," said he, "that if you fill a vessel with water to the very brim, so that it will not hold a single drop more, yet, putting a turbot into the water, it shall not overflow the vessel?"

Many were the sage conjectures: that the fish would drink as much water as compensated for his own bulk—that he condensed the water to that amount—that the air bladder had something to do with the phenomenon—and a hundred others, which were propounded and abandoned in their turn, much to the amusement of the merry monarch. At length Mr. Wren (afterwards Sir Christopher,) modestly asked.

"But is your Majesty sure that such would be the case?"

"Aye, there!" exclaimed his Majesty, laughing, "you have it; always, gentlemen, find out whether the thing be true, before you proceed to account for it; then I shall not be ashamed of the charter I have given you."

O, Father! bless a little child,  
And in her early youth  
Give her a spirit good and mild,  
A soul to love the truth.  
May never falsehood in her heart,  
Nor in her words abide,  
But may she act a truthful part,  
Whatever may betide.

## SPELLED AS SPOKEN!

**The Phonetic Advocate, by Longley & Brother, Cincinnati.**

A new volume of the *Phonetic Advocate* (formerly *Magazine*) commences August 1st, 1878. It will be published on the 1st and 15th of every month, and will contain 12 large double-column pages.

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To those who are strangers to the nature and object of our undertaking, a few words of explanation will be required before going farther:

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Which has for its object to change the present absurd and lawless manner of spelling, into a system the most simple and beautiful, yet as accurate as mathematical certainty, had its origin in Bath, England, with Messrs. Pliman and Ellis, the latter of whom the "Westminster Review" pronounced "a man of various learning, a good scholar, and a ripe eye." It being ascertained that there are forty sounds used in speaking the English language, and that we have but twenty-six letters to represent them, the deficiency was supplied, and an alphabet of forty letters, accordingly arranged, was in January 1847 presented to the world. Since that time, which will constitute as great an era in literature and the diffusion of general education, as the invention of printing itself, the alphabet and style of spelling have been received with almost universal approbation, by the most learned as well as the most practical educational men.

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"The Spelling Reform," then, which will change the whole face of popular education,—which will render easy what is now, in the language of Mr. Edgeworth, "the most difficult of human attainments,"—which will do away with what Sir John Herschel sagaciously terms, "the extreme imperfection of our present system of writing,"—which will realize the prophecy of Dr. Franklin, who, 60 years ago, speaking of a change in spelling, said that sooner or later it must be done,—which, will preserve our language as now spoken, diffuse our literature to all parts of the globe, lay the foundation of a universal language on the basis of English, present the missionary with an easy means of reducing unwritten languages to writing, and thus incalculably advance the propagation of Christianity.

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# THE OHIO SCHOOL JOURNAL.

EDITED BY ASA D. LORD.

VOL. IV.] COLUMBUS, SEPTEMBER, 1849. [No. 9.

## MEETING OF THE STATE TEACHERS' ASSOCIATION.

In accordance with the opinion expressed in our last number, it has been decided to hold the next, or annual meeting of the Association in this city, on Wednesday and Thursday, the 26th and 27th of December next.

The Gentlemen announced to lecture, to present Reports, and take part in discussions, at the meeting appointed in July last, are earnestly requested to attend and perform their respective parts at this meeting.

## TEACHERS' INSTITUTES IN MICHIGAN.

In a Circular issued in October, 1848, Mr. MAYHEW, Superintendent of Public Instruction, proposed to hold a SERIES OF TEACHERS' INSTITUTES, in different parts of the State, as might best accommodate the *whole State*, provided sufficient interest should be manifested in the subject, by citizens residing in eligible localities, to justify the undertaking.

In answer to this Circular, the Superintendent received communications from Committees raised for that purpose, representing the favorable action that had been taken on the subject, by the citizens of several villages. Three localities were selected, and Institutes have been held as follows:—

1st. At Jonesville, Hillsdale Co., commencing Monday, the 19th of March, and continuing two weeks.

2d. At Ann Arbor, Washtenaw Co., commencing Monday, the 2d of April, and continuing two weeks.

3d. At Pontiac, Oakland Co., commencing Monday, the 16th of April, and continuing two weeks.

At each of these Institutes a course of Scientific and Practical Lectures—ninety in number—was given by a Board of Instruction of extensive and successful experience in Institutes. •This series of Lectures included all the topics usually embraced in an extended course of Common School Education. The Theory and Practice of Teaching were not overlooked. Instructions in the higher departments of an English Education, were also embraced in the course, as will appear from the Synopsis of the Course of Instruction, at the 12th and 13th pages of this Catalogue.

Although the exercises were somewhat varied in different places, still essentially the same instruction was imparted at each Institute of the Series.

The Institutes were organized on Monday evening of the first week, and continued in session until Friday evening of the second week;—thus constituting a term of ten successive working days.

On the evenings of organization, the Superintendent explained the nature and design of Teachers' Institutes, and gave an account of their origin, history and progress. The different members of the Board of Instruction were introduced to the Institute; the studies that would be embraced in the course of instruction were enumerated; and the regulations and rules to be observed during the sittings of the Institute, were made known.

Three sessions were held each day, as follows:—The first commencing at half past 8 o'clock, A. M., and continuing until half past 11,—three hours. The second commencing at 2 o'clock, P. M., and continuing until 5,—three hours. The third commencing at 7 o'clock, P. M., and continuing, usually, about two hours.

At each of the day sessions there were four principal exercises of forty minutes each. The morning sessions were opened by reading the Scriptures and Prayer. The officiating Clergymen of the place, when present, were invited to conduct these exercises. At other times they were conducted by some one of the Board of Instruction.

During the period of instruction the strictest attention was required from every member of the Institute. No whispering, or communication of any kind, was allowed. To give proper relaxation, and to avoid fatigue, there was a recess of five minutes between each two successive exercises. This gave three recesses every half day. Portions of the first and third, were usually devoted to exercises in singing and vocal gymnastics. The second, occurring at the middle of the session, was devoted to relaxation and social culture.

The evenings were devoted to popular Lectures. The majority of them were occupied by Lectures on Physiology and Hygiene, which were illustrated by a Skeleton, Manikin and Model, and appropriate plates.

There were eighty-two Teachers in attendance at Jonesville, from eight different counties; one hundred and eleven at Ann Arbor, from fourteen different counties; and one hundred and twenty-eight at Pontiac, from ten different counties;—making three hundred and twenty-one Teachers in attendance at this Series of Institutes, from nearly every county of the State.

The citizens of places where Institutes were held, to encourage a large attendance of Teachers, generously proposed to board, gratuitously, any coming from abroad; and most nobly did they redeem their pledges.—Too much praise cannot be awarded to the efficient Committees that vol-

unteered their services in this enterprise. Some of them not only devoted their time for several days to this subject, but assumed heavy pecuniary responsibility in providing board at public houses. As might be expected, there were many Teachers in attendance who would not consent to tax, so largely, the hospitality of citizens, and insisted on paying their own board.

In consequence of this liberality of citizens, the necessary expense to Teachers in attendance, was reduced to the small sum of two dollars for the full course of instruction given at the Institutes.

There is probably no other enterprise in which the same expenditure of means promises so great usefulness;—usefulness to teachers in attendance, not only, but to the communities that may subsequently enjoy their labors, as well as to the citizens and families of places where Institutes may be held. Especially is this true where the services of a competent Board of Instruction are enjoyed, and when Institutes are in all respects well conducted.

Suppose each of the three hundred and twenty-one Teachers that were in attendance at this Series of Institutes, shall, during the ensuing year, have charge of *fifty* scholars; and through this simple instrumentality the benefits of these labors will be felt by *sixteen thousand and fifty children, THE FIRST YEAR!*

A considerable number of our citizens were usually in attendance, during the day sessions; and there was generally a crowded house in the evening, even where the exercises were conducted in the largest Churches.

Many citizens, (not less than twenty-five hundred in all,) availed themselves of the more popular portions of the instructions given at these Institutes, and received, *personally*, the full value of all they contributed for their encouragement and support, aside from the consciousness of opening the full course of instruction to many who could not have otherwise availed themselves of it. This, at least, is the testimony of not a few.

FOURTEEN TEACHERS' INSTITUTES, in all, have now been held in the State, attended by about one thousand three hundred Teachers.—*Catalogue of Institutes in Michigan.*

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PUBLIC SCHOOLS OF PHILADELPHIA.—From the thirty-first Annual Report of the Controllers of these schools, it appears that the number of schools under their charge is 250; in which 696 Teachers are employed in instructing 43,193 scholars, at an aggregate expense of \$270,876, or about \$6.48 each.

The schools are classified as Primary, Secondary and Grammar schools; one Normal School for the instruction of females, and a High School for boys.

The High School numbered 503 pupils, and had an average attendance of 465. The course of study occupies four years, and is in most respects as full as that prescribed in colleges, including the higher English studies, Mathematics and Ancient and Modern languages.

The Legislature of Penn., at its last session, authorized the Controllers to confer upon the Graduates of this school, the usual Academic Degrees. This is one of the largest and most successful schools of the kind in the Union.

The Normal School is also effectually accomplishing the objects for which it was established, and demonstrating the wisdom of the plan on which it is founded.

Of the teachers in the employ of the Board, 82 are males, and 614 females; the salaries of female Teachers, vary from \$125, to \$500, and those of male Teachers, from \$300 to \$1,000. The Professors in the High School receive from \$650 to \$1350, and the Principal, \$2,000.

#### OUT OF DOOR INFLUENCE OF TEACHERS.

TEACHER, do not fail to seek intercourse with the parents of your pupils. You will often find in it pleasure and profit for yourself, where you least expected it. To be sure, the places where you meet intelligent counsel and hearty cooperation, are the ones where your visits are the least needed; but it is often the case, that parents who have intelligent views, allow business and society to shut out all adequate knowledge of their children's studies, habits and morals. Such will often be surprised at their own neglect, and ashamed that they have inquired so rarely concerning the progress of their children. With these, all that is necessary is, to make school an object of thought. Talk about it, till its voice shall be heard among the claims of business, and fashion, and pleasure.

This being done, inquiries will be made at home respecting the affairs of school. This will stimulate the children to diligence in their studies, and care over their deportment, as well as increase their respect for you, and thus add to your influence over them. Children quickly learn to think those things important which they hear talked of by their parents and friends. Who has not observed that the interest which children feel in a stranger, and the manner with which they approach him, are almost an exact measure of their parents' interest and respect.

Sometimes you will find an interest without intelligent direction.— Here you can modestly guide. Show, as every reflecting teacher can, the evils of coming late and irregularly to school. Teach them your principles of government, the necessity of restraint, and the importance of obedience. Talk of the organization of your school. If it be a large one, show how increase of numbers requires increase of system, making absence a greater evil than in smaller schools, such as they probably attended. Impress upon such your own high sense of the importance of



a careful performance of all the school duties. Some care bestowed in this way will be in many cases your surest and easiest way of securing the progress of your pupils. Nothing will more readily enlist the interest of parents than evidence of your own strong interest.

But there are children whose parents have little intelligence, who are under little restraint, for whose prosperity there is little care bestowed, and, so far as you can judge, little interest felt. To the homes of these, you must go to discharge a duty more imperative than almost any other which devolves upon you as a teacher. What if this is no part of your contract with the school committee? What if your six hours of labor is all the legal requirement, and that, this being performed, and good examinations sustained, your employers have no cause of complaint?—You are none the less under obligation on that account. Your profession is preeminent for the amount of labor which is left at your discretion.—A large portion of it is of such a nature that it cannot be measured as so many cords of wood cut, or so many yards of cloth woven, and an equivalent assigned. As well might a missionary be paid by the day for his privations, teachings, and prayers; or a pastor by the parcel, for his watchings for the young, his counsels to the sick, and his last offices to the dying and the departed. If there is something to be done which no one acknowledges as his particular duty, so far as it is in your power, it is your duty. Particularly is this your duty, because you can perform it more advantageously than most other persons; perhaps more so than any. It is particularly your sphere. Let contributions of labor and means for a thousand charities be bestowed by others; nowhere can your labor be invested more profitably than here. If your mind is in your business, you can do this most understandingly. If your heart is in it, you will do it most earnestly and faithfully. You may claim from society exemption, if need be, from some other duty, on the ground that this is your peculiar duty.

Having, then, been careful to make your school pleasant and attractive, so that children properly influenced at home will love to gather there, go forth, armed with an all-subduing benevolence, and as much of public opinion as you can enlist, to the homes of the tardy, irregular and truant pupils; and, as nobody has better opportunity to know condition and character, present, to the best of your ability, the considerations you deem most appropriate. Your presence and manifestation of interest will often convict negligent parents of their sin, and impel weak and inefficient ones to greater exertion. You will hardly find parents who are without love for their children, or pride in what they consider their best qualities, or without hope that they will be respected and prosperous as they advance in life. The evils of which I speak arise oftener from neglect and procrastination than from absolute indifference. They are not sufficiently impressed with the consequences of the course which their children are pursuing. The end of the path is not discerned. The distant is obscure. Reflection has not given

en them a philosophic eye to pierce the future. They do not comprehend general laws. They cannot see in a child's character an oak growing from the present acorn. Pain from the touch of a burning coal is considered certain ; but, that the vices of their children, which they might now restrain, will afterward sting like adders, is not so evident as so prompt to vigorous exertion. They wait and hope, until the vice whose sting shall pierce the soul, has perfected its growth. They have not faith to believe that effects which are a little remote, are just as sure as those which follow their causes at once. Hope predominates over caution. They trust that, by some means, they know not what, the danger will be escaped ; and when they see the danger imminent, they know not how to set themselves at work to effect a change. Try to give such parents a distinct view of their children's condition, and their prospects if they pursue their present course. Dwell on what good features there are, for such persons need encouragement. Be sure to express your conviction of what their children can become, if a judicious course be pursued. Then try to make them see that the future is determined by the present, as the harvest follows the seed-sowing ; that Scripture speaks not idle words, when it tells us that as we sow so shall we reap.

Try in such cases to fix definitely on some things to be done by the parent. If there is necessity for absence on certain days, as there sometimes is, have it so understood, and then there is no habit of irregularity formed. To meet such cases, some plan should be adopted at school for securing the omitted lessons. One, perhaps, may be recited on the day before the absence, and the others made up afterwards. If loitering or truancy be the difficulty, have it understood that you will give prompt information of every absence.

Whatever class of children you may have under your care, you will find some labor of this sort among the most profitable of any which you perform. You need not go as a police man. Nor need you, on such occasions, be nothing but a schoolmaster. Observe, if after such a call, you do not receive a more cheerful *good morning* ; if there is not a more careful and cheerful obedience, and a greater desire to anticipate your wishes, and if the lessons are not better prepared. Particularly, observe if there is not more care bestowed on those things which were the subjects of your conversation. Often your remarks will have more weight there than when made at school. Lawyers are not held entirely responsible for opinions expressed in the court room. So teachers, when urging the importance of certain habits of study and self-restraint, are sometimes looked upon as talking professionally. But the parents' cordial endorsement makes his counsels current, when given at home.

How many little misunderstandings may be explained, and false impressions corrected. You have but to learn how little most parents know concerning the detail of school operations, to see the need of your effort

in this department. They ought, to be sure, to come to you to learn this; but they do not, and your best way to make them visit the school house, is to visit them at home.

Fit yourself to be, and be, a teacher of higher views in relation to schools. Read the best books, and reflect till you can give full reasons for your opinions on discipline and habits, on intellectual and moral culture. Show that you regard the school as something more than a prison or a police institution. Be able to show the defects in the structure of your school-house, if they exist, and the remedy for them; the necessity and best modes of ventilation, the moral effects of neatness and order, and the best arrangements for securing them. Be acquainted with the history of school progress, with the methods practised in other places and in other times, with the school laws, and be able to show that school history is to a great extent the history of intelligence and civil liberty. Make yourself in your own neighborhood, a teacher of these things. On whom does it more appropriately devolve than on you? A female teacher was lately consulted by the building committee of the district where she had taught, and was engaged to teach again, and her plan, giving all the details of the interior of the proposed house, was adopted. They now have a school-house, which, for convenience and simplicity, is a model. Let teachers have more knowledge on these subjects, and disseminate it, and many mistakes which are made in the construction of school-houses, the selection of books, and the adoption of impracticable rules, may be avoided. Teachers as a body will be more respected. The emoluments of their profession will be increased, and more be done by them to advance the interests of education, and promote the good of their fellow-men.—*Mass. Teacher.*

#### TEXTS FOR A TEACHER OF GEOGRAPHY.

EXPLAIN to your class in Geography, if it is of the proper capacity, the phenomena stated below. Perhaps the order in which they are arranged will be found a natural and convenient one:—

1. The weight of the atmosphere near the equator is not so great as in the middle latitudes.

2. Over the oceans, in the vicinity of the equator, there is a constant east wind. Through  $20^{\circ}$  of lat. on the north of this belt, a northeast wind prevails, and a southeast through about the same distance on the south of it; both varying a little as the sun passes from one tropic to the other. North of about  $30^{\circ}$  N. lat. southeast winds prevail, and south of about  $30^{\circ}$  S. lat. northwest winds prevail.

Cinders from a volcano in St. Vincent fell in abundance on the Barbadoes, the trade wind of course blowing westerly. On the 25th of Feb., 1835, the volcano of Cosiguina threw cinders into the air, which two days afterward fell in Jamaica, so as to cover the streets, the wind at the time blowing from the northwest.

3. Across the Indian Ocean, from Africa to Asia, a southwest wind (monsoon, or season wind) prevails from April to October, and one in the opposite direction for the remainder of the year.

4. A southwest wind in the Northern Hemisphere, as it advances in its course, always tends to become more westerly, and a northeast wind to become more easterly.

5. In the torrid zone, the rains in most places accompany the sun.

6. The mean annual fall of water in the temperate zone, on the eastern continent, is 84 inches; on the western, 39. In the torrid zone, on the eastern continent, 77 inches; on the western, 125.

7. More rain falls at some distance up the sides of a mountain range than at its base or summit. Little rain falls in the interior of a large tract of level country.

8. The opposite coasts of the peninsula of Hindostan have their rains in opposite seasons of the year, and on the table land between these, are often two periods of rain.

9. The annual fall of rain on the western side of the Dofrield mountains, at Bergen, is 82 inches, while but little falls on the eastern side. At Tolmezzo, on the south side of the Alps, observations for twenty-two years show an annual fall of 90 inches of rain; on the north side there is no more than 35 inches. At Mahabaleshwar, on the eastern side of the Ghauts, the annual fall of rain is 80½ inches, or more than 25 feet, while on the other side of the mountains, not more than 20 inches fall.

10. The average winter temperature of the Faroe Islands is 38.5° of Fahr., and the average summer temperature is only 16.5° higher; while at St. Petersburg, the average in winter is 16.3°, and in summer 45.5° higher; and in Yakoutek the mercury is in winter 38° below zero, and in summer 101° higher. In Madeira the temperature in winter is 61.3° and in summer 8° higher; in Cairo in winter 58.5°, and in summer 26.1° above that point. While in green Ireland, the myrtle grows in the open air as in Portugal, without having to dread the cold of winter, the summer sun of this same climate does not succeed in perfectly ripening the plums and the pears, which grow very well in the same latitude on the continent. On the coasts of Cornwall, shrubs as delicate as the laurel or the camelia are green through the whole year in the gardens, in a latitude at which, in the interior of the continents, trees the most tenacious of life can alone brave the rigor of the winters. But in exchange, the mild climate of England cannot ripen the grape, almost under the same parallel where grow still the delicious wines of the Rhine. At Astracan, on the northern shore of the Caspian, Humboldt says, the grapes and fruits of every kind are as beautiful and luscious as in the Canaries and in Italy; the wines there have all the fire of those of the south of Europe, while in the same latitude at the mouth of the Loire, the vine hardly flourishes at all. And yet, to a summer capable of ripening the southern fruits, succeeds a winter so severe, that the vine-dresser must

bury the stock of his vines several feet beneath the earth, if he would not see them killed every year by the cold. Who does not remember that a part of the Russian army, despatched for the conquest of Khovaresmia, perished under the snows, and by the colds of  $20^{\circ}$  below zero of Fahrenheit, in a country situated under the same parallel as the Azores, where reigns a perpetual spring, and where, in the midst of winter, the vegetation and the flowers display their most brilliant colors.

The southern part of England, latitude  $50^{\circ}$ , has a mean annual temperature of  $50.9^{\circ}$  Fahr., which is  $12.6^{\circ}$  warmer than that about the Gulf of St. Lawrence in the same latitude.

Between the north of Norway, latitude  $70^{\circ}$ , and Baffin's bay in the same latitude, the difference of mean annual temperature is  $32^{\circ}$ . The same is true of Russian America and Kamtschatka; or in general, the western coasts of the continents are warmer than the eastern.

If any individual is not acquainted with the principles necessary to explain the facts stated, he will find just the aid he needs in Guyot's *Lectures on Physical Geography*, delivered in Boston last winter. The book will be interesting and profitable to every one who wishes to know the effects which the earth's form and motion, together with the forms of the continents, produce on the atmosphere and ocean, the climate, productions, and animals, and on man. Principles are so happily presented and illustrated, that the reader is both charmed and enriched.—He feels elevated, and as if a new power had been given him, while he sees the simple plan of nature in what before seemed without plan. As he learns the fixed laws of the atmospheric currents, he is ready to deny that winds are fit symbols of changeableness. To one who loves to know the reason of things,—who loves to see the laws of Nature in their simplicity and beauty, the study of the book will be delightful. It is such a book as makes us feel grateful to the man who made it.

Mrs. Somerville's *Physical Geography* abounds with useful information, very clearly and concisely presented. This is a book of facts—Prof. Guyot's one of principles. Occupying slightly different ground, and being very unlike in plan, they are the more valuable in connexion. We hope these books, especially the latter, may be extensively possessed and studied by teachers.—*Mass. Teacher.*

## GEOLOGY FOR SCHOOLS AND FAMILIES—NO. II.

BY JOSIAH HOLBROOK.

Feldspar and mica are two letters of the "Geological Alphabet."—They are commonly combined with each other, and united with quartz, already named. The three, when combined, form granite—the rock formed when it was said, "Let dry land appear." These three ingredients of granite are sometimes found in separate masses of a large size, and sometimes in fine grains or scales. Quartz frequently exists in large

rocks, and even mountains. Sand-banks are commonly pure quartz; essentially so in the manufacture of glass. The slightest quantity of feldspar, mica, or any foreign substance, unfits it for this useful manufacture.

Large rocks of pure feldspar seldom appear; mountains never: though large deposits of feldspar, interspersed with small quantities of quartz and mica, are sometimes found. Mica, commonly called isinglass, is sometimes found in plates two or three feet in diameter, but not often over a few inches, and commonly in small scales.

Quartz may be distinguished from feldspar by its hardness and fracture. Quartz scratches feldspar slightly, and is of course harder. Its fracture is more irregular, commonly breaking in no one determinate direction more than another. Feldspar breaks in small tables or plates—more properly, perhaps, steps—the surface in short distances being smooth and flat, then breaking suddenly in nearly a perpendicular direction to the general surface. Quartz has almost an endless variety of colors and shades of color. It is sometimes nearly a pure white, when it is called milk quartz. It is also black, blue, yellow, green, gray, clouded; and striped, with an endless variety of shades in each. It is frequently strongly colored with iron, and is hence called ferruginous quartz. Sometimes the iron appears in the form of an oxide or rust on the surface, giving it the appearance of yellow paint.

It has already been mentioned that quartz crystallizes in six-sided prisms, ending in six-sided pyramids. A quartz crystal can be seen in the American Museum at New York, about the size of a man's body.—Much the greatest quantity are smaller than one's finger; frequently much smaller than a pea; though the crystals are regular and beautiful. Quartz, especially when crystallized, is sometimes almost entirely transparent, even more so than glass. It may then be used for spectacles of a superior value, as they are not liable to be scratched.

Quartz, in the form of rounded pebbles, is not unfrequently cemented into rocks of many miles in extent, and of a great depth. Such deposits are common and extensive in coal-fields, furnishing some of the greatest curiosities in the "Wonders of Geology."

Feldspar varies in color very little compared with quartz, its most intimate associate. Its most common color is yellowish white, sometimes almost pure white: also reddish, or flesh color; especially so in Egyptian granite, extensively used for pyramids, monuments, and various kinds of architecture. The material in "Cleopatra's Needle" and Pompey's Pillar, in Alexandria, is principally flesh-colored feldspar. It is sometimes opalescent, having a play of colors. Opalescent feldspar is said to exist in large quantities in Essex county, New York. It is also abundant in Labrador, and is hence called Labradorite.

Thousands of boys in and about New York are exploring the whole region in the neighborhood of the city, and are making large calculations

for extending their researches into the country during the fall vacation, where, it may be hoped, still more thousands will be ready to join them. A few days since one of these young but efficient explorers discovered a mass of granite, filled with fine garnets, about the size of a pin's head. They at once brought bushels of this beautiful mineral to the city, though several miles distant, when it became "stock in trade," and by "Ex-changers" brought a great variety of other minerals. It is hoped all boys, every, where, will go and do likewise.

## YOUTH'S DEPARTMENT.

### BOYS READ THIS.

Here is something to the point. No story about some one who had great advantages, but a tale of a boy who had his fortune to make with his own hands and his own mind.

"Success.—It always does us good to hear of youth, unassisted, making their way onward and upward in the pathway of life; and a case has come under our notice within a few days, that we think worthy a passing remark.

Some may remember a small boy, JAMES H. WARNER, son of JAMES WARNER, Saddler, of this place, who could formerly be seen about his father's shop at the corner of Third street and Main. Finding that the business of his father did not afford sufficient inducement for him to remain in Zanesville, in June 1844, he went to Cincinnati, where he engaged in a machine shop, in a subordinate situation, at such work as he thought he could do, he having served no apprenticeship. But by energetic diligence and attention to the work assigned him, he advanced in skill, until he stood side by side with the best workmen in the concern. He worked in different establishments at constantly increasing rates, until as *Draughtsman* to one of the best in the city, his wages were *twelve dollars* per week. While pursuing his labors without losing a day, his evenings were devoted to study, for his education was but moderate.

He started from Zanesville with

Eight Dollars, paid Five of that for his passage, so that, a lonely boy, he landed on the wharf of that great city, an entire stranger, with a fortune of *Three Dollars!* and with no fixed prospect of business before him. In September last he left Cincinnati and hurried on to Philadelphia to attend the examination of applicants for the post of Engineer in the United States Navy.—There were forty applicants, ten of whom were to be selected; and of these he was one. In a letter to his father, dated a few days since, he remarks that he had just received a letter from the Hon. WILLIAM BALLARD PRESTON, Secretary of the Navy, stating that he would be commissioned in time to take his place on the splendid steamship *Susquehanna*, one of the largest steam vessels ever constructed.—The position gives him the rank of Lieutenant.

He is now twenty-three years of age, and has the proud satisfaction of having reached a point thus early in life, that others enjoying the highest favors of fortune in the way of wealth and education, sought in vain; and even could they have been successful, his situation, accustomed as he is to self-reliance, and with a mind schooled to the duties of practical life, would be immeasurably more favorable to advancement than theirs. Will any one believe that a career so favorably commenced, will stop short of the highest attainable station?—*Zanesville Gazette.*



## THE STEAM ENGINE.

A CONVERSATION BETWEEN A TRAVELER  
AND AN ENGINEER.

*Traveler.* My friend, how like a tempest we sweep along! We must be moving at the rate of thirty miles an hour.

*Engineer.* Pretty good speed, but this engine is a very spirited fellow, and dashes along as though it really enjoyed the motion.

*T.* You do not mean, I suppose, that the engine has a spirit within it, as a human being has?

*E.* Why, not exactly; but something of a spirit after all. Our spirits, or souls, actuate our bodies, and by means of our bodies operate on other things around us. It is so with the soul of this engine.

*T.* What do you call the soul of the engine?

*E.* The steam, of course; as it is this which does the work, though by means of its body—the engine.

*T.* O, I see! the steam operates on the engine, making that move, and so drags this whole train of cars along after us.

*E.* Yes; in the same manner that our minds move our bodies, and by means of them operate on things around us.

*T.* But the soul of your engine cannot think and reason like ours.

*E.* No; it is only a kind of third-rate soul, after all; but it is a great worker, for good or evil; just as we engineers, its governors, have a mind to direct.

*T.* Yes; it is about such a soul as despotic rulers make of their subjects, or as some persons would like to make of us. They would do the thinking and directing, and have us do all the work.

*E.* That is it, exactly. They divide mankind into two classes, equally wretched, though from opposite causes. They keep one class poor and miserable, by making them produce wealth without allowing

them to enjoy it; and the other miserable, from idleness and vice, by expending wealth without producing it.

Why so prize the gold which a fool may inherit,

Or a knave, by his tricks, may obtain;  
While knowledge and virtue, the standard of merit,

Are the gems which so rarely are gained?

*T.* But say, my friend; would not the soul of your engine die with the breaking of the engine? and would not this seem to prove that our souls die with the death of our body?

*E.* We must not try to limit the existence of spiritual things, by too close a comparison with solid, earthy substances; but, in this case, the comparison is good. Steam is no part of the engine, but an entirely distinct thing; a vapor arising from water.

When the engine or body becomes injured or broken, the vapor still exists, independent of the engine, and passes away into other circumstances of being. The soul is no part of the body, but it is distinct from it. So, when our bodies die, our souls still exist, notwithstanding the body's death, and pass away, the same beings, into another state of existence.

Though the steam exists independent of the engine, it is only when coexisting with the engine that it can move the machinery, and be useful here, in moving the cars, or other things connected with it. So, though the human soul can exist in an independent state, it is only by means of the body, and its connection with the body, that the soul can manifest its power in its operations on the world around it.

*T.* But the soul of the engine, that is, the steam, is capable of destroying its body, by the bursting of the engine.

*E.* So the soul, or mind and moral feelings of a man, by being too much excited, may injure his health, and may even cause death to his body.



T. Well, if your engine is not kept in good condition, you cannot have half the benefit of the power of the steam.

E. So, if the human body becomes enfeebled by disease, through one's carelessness, or vice, the soul's efforts are less regular, and less powerful.

T. I think it must be very important to the engine, and to all the passengers, that you keep the engine in a first-rate condition, and then take good care how you control the steam.

E. Just so. I like that thought; but is it not quite as important for every person, and for all connected with him—mere passengers through life—that he keeps his body healthy, and directs aright the mental and moral operations of his soul?

T. Yes; but if you do not keep your engine on the track, then, the stronger the engine, and the more powerful the steam, the worse for the engine, and you, and the passengers. The strength of the engine, and the power of the steam, are then only the means to hurl us all to destruction together.

E. True; and if a person does not keep himself on the track of purity and usefulness, in moral life, then the greater his bodily powers of endurance, and the stronger his mind, the worse for him and all concerned.

His bodily vigor and energy, and the strength of his mind, and his passions and emotions, are then only the means for the earlier and more complete destruction of himself and those associated with him. So, while I take good care of the engine, and am anxious about the steam, I hope mankind will be even more careful about the health of the body, and more anxious about the direction and operations of the soul.

—The Student.

A NOBLE BOY.—A boy was once tempted, by some of his companions, to pluck ripe cherries from a tree which his father had forbidden him to touch.

"You need not be afraid," said one of them; "for if your father should find out that you had them, he is so kind that he would not hurt you."

"That is the very reason," replied the boy, "why I would not touch them. It is true, my father would not hurt me; yet my disobedience, I know, would hurt my father, and that would be worse to me than any thing else."

A boy who grows up with such principles, would be a man in the best sense of the word. It betokens a regard for rectitude and firmness, that would render him trustworthy under every trial.

YOU WILL BE WANTED.—Take courage, young man. What if you are but an humble and obscure apprentice, or a poor neglected orphan.—Have you an intelligent mind, all untutored though it be! Have you a virtuous aim, a pure desire, and an honest heart? Depend upon it, you will be wanted.

The time may be long deferred.—You may grow to manhood, and may even reach your prime ere the goal is made; but virtuous aims, pure desires, and honest hearts are too few not to be wanted. Your virtues shall not always wrap you about as a mantle; obscurity shall not always veil you from the multitude. Be chivalric in your combat with circumstances. Be active, however small be your sphere of action, it will surely enlarge with every moment, and your influence will have constant increase.

"A stout heart, a clear conscience, and never despair!" These were the last words ever written by John Quincy Adams, to his son, Charles F. Adams.

Thanksgiving day in Ohio—November 29th.

## SPELLED AS SPOKEN!

## The Phonetic Advocate, by Longley &amp; Brother, Cincinnati.

A new volume of the **PHONETIC ADVOCATE** (formerly Magazine) commences August 1st, 1849. It will be published on the 1st and 15th of every month, and will contain 16 large double-column pages.

The paper, and mechanical execution of the work will be of the best quality. TERMS, \$1 A YEAR, ALWAYS IN ADVANCE.

*The Object and Character of the Phonetic Advocate.*

On reviewing the first year of our enterprise, (one of the most novel and hazardous, but at the same time the most important ever engaged the attention of the philanthropist or patriot,) we feel greatly encouraged to renew our labors, and persevere to a glorious end. During the volume just closing, we have had the earnest co-operation of many active and prominent men in the United States and Canada,—men widely known for their devotion to the kindred causes of Education, Morality and Religion; without them we could have done nothing. Their warmest sympathies being now enlisted in the momentous project we advocate, we enter upon the second year of our existence, not with the doubts and fears we experienced twelve months since, but full of hope and confidence that we shall be generously and even enthusiastically supported by all who, comprehending Truth, can appreciate its importance, and have faith in its ultimate triumph.

To those who are strangers to the nature and object of our undertaking, a few words of explanation will be required before going further:

**THE SPELLING AND WRITING REFORM,**

Which has for its object to change the present absurd and lawless manner of spelling, into a system the most simple and beautiful, yet as accurate as mathematical certainty, had its origin in Bath, England, with Messrs. Pitman and Ellis, the latter of whom the "Westminster Review" pronounced "a man of various learning, a good scholar, and a ripe one." It being ascertained that there are forty sounds used in speaking the English language, and that we have but twenty-six letters to represent them, the deficiency was supplied, and an alphabet of forty letters, scientifically arranged, was in January 1847 presented to the world. Since that time, which will constitute as great an era in literature and the diffusion of general education, as the invention of printing itself, the alphabet and style of spelling have been received with almost universal approbation, by the most learned as well as the most practical educational men.

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# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. IV.] COLUMBUS, OCTOBER, 1849. [No. 10.

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## OHIO STATE TEACHERS' ASSOCIATION.

The second Annual Meeting of this Association will be attended in Columbus, on Wednesday and Thursday, the 26th and 27th of December next. The session will be opened at 10 o'clock, A. M., of Wednesday, with an address by Hon. S. Galloway, the President. Addresses are also expected, during the session, from Rev. Prof. Merrick, of Delaware, Hon. B. Storer, of Cincinnati, Hon. C. L. Vallandigham, of Dayton, and others. Reports on some ten or twelve important topics connected with Education and the business of Teaching, will be presented by able Committees, and an opportunity afforded for the discussion of some of the most interesting questions relating to popular education.

The friends of education in all parts of the State, are earnestly invited to attend, and Teachers' Institutes, County Educational Societies, and Boards of School Directors, are requested to send delegates. Active friends of education in other States, are also most cordially invited to meet with us.

Papers throughout the State are respectfully solicited to copy this notice, and call the attention of their readers to the subject.

By order,      A. D. LORD, *Chairman Exec. Com.*  
Columbus, Oct. 1849.

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## MEETING OF THE STATE TEACHERS' ASSOCIATION.

The approaching session of this Association will be one of very great importance to the interests of Education in the State. It should be a grand Convention of the intelligent, active friends of the cause in every county in Ohio. It is long since any thing like such a gathering has been secured. In former times, such conventions have exerted an influence which reached every part of the State; the existence of our present School System, the appointment of Prof. Stowe to visit the schools of Europe, and the creation of the office of State Superintendent of Schools in 1837, may be attributed, mainly, if not entirely, to the influence of the "Western Literary Institute and College of Professional Teachers," which was then in active existence, and did more, perhaps than any other Association has ever done, for education in Ohio and the

West. And it may be, that, to the suspension of the efforts of that Association, and the withdrawal of this strong body of influence from its pressure upon the minds of the people and the Legislature, the abolition of the office of State Superintendent, and many of the evils of which we have now to complain, are to be attributed. Be this as it may, it becomes all those who have the interests of popular education at heart, to come up as one man, and unite together for the advancement of the cause. The members of the Legislature have little time to devote to the consideration of this subject, and most of them are well aware of the fact, and equally sensible, that their employments have not been such as to fit them for legislating upon it. Let them see such a body of men, such an amount of talent and experience as the Teachers and School Officers of the State can send here, and let this body, after due deliberation, concur in making suggestions to the General Assembly, and there can be but little doubt that their suggestions will be respectfully entertained, and sooner or later, lead to the desired action on the part of the Legislature.

#### DIRECTIONS AND INSTRUCTIONS FOR THE TEACHERS OF CINCINNATI CENTRAL SCHOOL.

BY H. H. BARNES, THE PRINCIPAL.

1. They shall endeavor to understand thoroughly whatever they attempt to teach, so as not to be constantly chained down to the text-book; to this end, they shall make such a special preparation for each lesson, that they could recite it themselves, as readily and accurately as they would desire their pupils to do it.
2. They are to teach the subject, and not the book; to point out the practical bearing and uses of the thing taught, and make it so familiar by repetition, as to fix it deeply and permanently in the mind; for what is worth learning at all, is worth learning thoroughly and completely.
3. They are to assign no larger portion for each recitation than the class, with due diligence, can easily master, and then insist upon its being learned so perfectly that it can be repeated without the least hesitation; until this is done, no new portion is to be given out.
4. They are to explain each new lesson assigned, if necessary, by familiar remarks and illustrations, that every pupil may know, before he is sent to his seat, *what* he is expected to do at the next recitation, and *how* it is to be done, to the end that he may study understandingly, and, therefore, with spirit and pleasure, and make rapid progress.
5. They are to require all rules and definitions, together with the more important parts of each subject of study, to be accurately committed to memory, and the whole wrought into the *understanding* as well as the *memory* of the pupil, by questions and familiar illustrations adapted to his capacity, until he has completely mastered it.

6. They are not to use during recitation the text-book themselves, excepting for an occasional reference, nor permit it to be taken to the recitation seat to be referred to by the pupils, excepting in the case of a parsing exercise, the translation of a language, or the solution of mathematical problems; and even in the latter case, they are required to assign many problems of their own preparing, or those selected from kindred text-books, involving an application of what the pupils have learned to the business of life; for the reason that they will be likely to possess more animation themselves, and enkindle a correspondingly increased vivacity and spirit in the mind of their pupils, than if obliged to follow the very letter of the book.

7. They are to understand many more subjects than they are required to teach, that they may be able at all times to give much oral, collateral, and indirect instruction, and be furnished on every subject, with copious illustration and instructive anecdote; to this end, they are expected to pursue, daily, a regular course of professional reading and study.

8. They are not to do for their pupils what they, with proper explanation, can do for themselves, or what some member of their class can do for them; they are not to carry their explanation so far as to supersede the very effort on the part of their pupils, which it should be the design of such explanations to encourage; but they may diminish or shorten difficulties, divide and subdivide a difficult process, until the steps become so short that the pupil can take them without difficulty.

9. They must endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They are never to proceed with the recitation without the attention of the whole class, nor go round the class, with the recitation, always in the same order, or in regular rotation; but to change the order frequently, selecting here and there a pupil, who may chance to be listless at the moment, so that all may be compelled, as it were, to be attentive, and ready to recite at any moment.

10. They are to exhibit proper animation themselves, manifesting a lively interest in the subject taught, avoiding all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite, using his text-book as mere words, and having but little idea of any purpose of acquirement beyond mere recitation.

11. They must require of their pupils, at all times, prompt and accurate recitations, under penalty of detention after the close of the regular school hours, to make up the deficit. They are to endeavor to use language fluently and correctly, and to acquire a facility at explanation, a tact at discerning and solving difficulties; they must endeavor so to unfold, direct, and strengthen the mind as to bring out all its powers into full and harmonious action, and so to superintend the growth of the

moral, mental, and physical faculties, as to develop them symmetrically, and fashion the whole into beauty and loveliness as they grow.

12. With respect to most subjects of study, they are required to have their pupils recite by *analysis*—that is, to give, in their own language, a general outline, a consecutive synopsis of the subject matter of the lesson;—to be followed by general, appropriate, original questions, pointing out and illustrating its practical bearing, exciting curiosity, and awakening thought; but in no case are the questions in the margin or at the end of the sections in the text-book, to be used, excepting for the purpose of an occasional review.

13. They are to keep a daily record of the merit of each pupil's recitation, his deportment, cleanliness, and the number of times absent or tardy; the quality of merit of each recitation or exercise being marked at the time of its performance, on a scale varying from 10 to 0; 10 denoting perfect; 8, good; 6, tolerable; 4, quite poor; and 0, an entire failure: to make a monthly abstract of the same, and transmit it to the parent or guardian, to be signed by him, and then returned by the pupil to his teacher.

14. They are not to rely too much upon simultaneous recitation, as it often takes away all individuality, making the pupil superficial, by causing him to rely on others, tempting him to indolence, by preventing his deficiencies from standing out by themselves, and consoling him with the reflection that he has been able to conceal his want of thoroughness. It may be resorted to, however, for the purpose of giving, occasionally, variety to the exercises, of arousing and exciting the class when dull and drowsy, or for the purpose of fixing in the mind important definitions, useful tables of weights and measures, the declension of nouns and pronouns, the conjugation, synopsis, and inflection of verbs, etc.; and also in certain spelling, reading, elocutionary, or orthophonic exercises, where the object is to embolden the pupils, to induce them to let out their voices, that their muscles of articulation may be strengthened, and all the vocal organs become well developed, and the voice rendered full-toned, firm, and harmonious.

15. They must not attempt to teach too many things at once, nor allow their pupils to direct their own studies, nor attend to extraneous business in school hours, nor occupy too much time in conversing with visitors, nor make excuses to visitors for the defects of their classes, nor use low and degrading epithets, nor wound the sensibilities of a dull scholar by disparaging comparisons.

16. They are required to see that their pupils move to and from the recitation room in a particular order, and always occupy the same place on the recitation seat, that if any one be absent, it can be detected at once, and the cause, if necessary, be immediately inquired into, and the proper entry made in the class register, without calling the entire roll.



17. To avoid those dull and dragging recitations which always abate the interest of a class, and sooner or later create a distaste for study, they are not to allow the pupils to prompt each other, nor help the class themselves by unreasonable suggestions or continual hints, or by what is termed the "drawing-out process," which always reproduces the very dullness which they seek to remedy, the very imperfection which they desire to remove; but they must refuse to proceed until the recitation can go alone, progressing briskly from pupil to pupil, passing by those who hesitate and falter, until the whole lesson is finished; for it is as easy to have good lessons as poor, if teachers have the energy to insist upon it, and it is a great saving of time to have the lessons promptly recited.

18. They are enjoined to make themselves thoroughly acquainted with some work on mental philosophy; because education, more than anything else, demands not only a scientific acquaintance with mental laws, but the nicest art in the detail and application of means for its successful prosecution; because there is a natural order and progression in the development of the faculties, a principle running through every mental operation, without a knowledge of which, and how to apply it, the teacher cannot know before-hand how to touch the right spring, with the right pressure, and at the right time; because it is indispensable that every teacher should know by what means, by virtue of what natural laws, the human faculties and powers are strengthened or enfeebled—should know that each faculty has its related objects, and grows by being excited to action through the stimulus or instrumentality of its appropriate objects, and is thereby strengthened so as to perform its office with facility, precision, and despatch; and because the teacher, like every other workman, should understand the natural propensities, qualities, and power of the subject-matter of his work, and the means of modifying and regulating them with a view to improvement, otherwise he would be continually liable to excite and strengthen the wrong faculty, to touch the wrong spring of action, and to promote animal and selfish propensities, instead of social and moral sentiments. "No unskillful hand should ever play upon a harp, where the tones are left forever in the strings."

### GEOLOGY FOR SCHOOLS AND FAMILIES—NO. III.

By JOSIAH HOLBROOK.

Quartz, feldspar and mica are the first and the most important letters in the geological alphabet. They are the elements of all granite formations, which occupy the highest points on all the highest mountains in the world. These formations, though composed of the same materials, vary much in their internal structure, and still more in their external appearance. Their elements differ greatly in the proportions, also in the

compactness in which they are combined; in their color also. The older formations are generally coarser than the more recent, and not so well fitted for purposes of architecture, but better for some of the arts. For glass, quartz must be pure; as must feldspar for china. For the doors of stoves, and other purposes in the arts, the plates of mica must be large, transparent, at least translucent, and readily divided.

The granite formations are classed in three divisions, under the names of granite, gneiss, and mica-slate. The first appears to be without stratification, the materials being thrown together with the greatest possible irregularity and confusion. The other two are stratified or slaty, being readily divided into slabs, and thus fitted for floors, bridges, sidewalks, &c. indeed, many purposes in architecture and the other arts. Granite, though always unstratified, still differs greatly in its structure and appearance. It may especially be divided into coarse and fine; the latter much used for building in all the Atlantic cities and many other places. The "Halls of Justice," (Tombs,) in New York, present a good specimen of fine granite, procured from Hallowell, Maine. The color of the rock depends, of course, upon that of its materials. If the quartz, mica, and feldspar are white, or nearly so, as they sometimes are, the rock composed of them, of course, exhibits a light complexion. Mica is sometimes black, the quartz brown or smoky, and the feldspar red or reddish when the appearance of the mass is modified accordingly. In some instances one of the ingredients is nearly or wholly wanting, the rock still bearing the name of granite.

Gneiss is slaty granite. The mica has one uniform direction, and thus gives a stratified or slaty character to the whole mass, which is thus readily divided into slabs of any desirable thickness needed for floors or other purposes. By a few wedges slabs of gneiss, twenty feet or more in diameter, are sometimes quarried, admirably fitted for moderate sized bridges; indeed many purposes. As granite is unstratified, it is divided first by dikes, used a few inches apart, followed by wedges, by which thousands of tons, in one mass, are frequently separated from the main rock, afterwards broken by a similar process into such blocks, both in size and shape, as are called for.

Mica-slate differs from gneiss in wanting the feldspar, being composed of quartz and mica so finely embodied as not to be easily distinguished in their separate state. This rock is less hard than either of the other granite formations, and, though smoother, is less even or plane in general surface than either. It has frequently, not always, a waving or undulating surface. Though less strong and durable than gneiss, it is used for the same purposes, viz. floors, bridges, &c.

Upon these three rocks, constituting the granite formation, and composed of the three letters of the geological alphabet, already several times named, depend in a great measure the business of a country; indeed greatly modify the character of its population. Granite rocks, in

already said, compose the very highest points of the earth. They also render the general surface of a country rough or precipitous, and give a silicious character to soils formed from them. Streams are hence rapid, possessing of course "*mill power*," leading to manufactories of various descriptions. Climbing rugged hills and subduing and fertilizing rugged and perhaps barren soils, give strength, hardihood, and boldness of character; also independence of mind, and love of liberty, with ability and determination to sustain mind.

Hence the Scotch, Swiss, Welsh, and inhabitants of other granite or hilly countries have stood, and now stand, first among nations for their moral, manly virtues, which constitute the true dignity of man. They are industrious, economical, enterprising, brave, independent, honest, virtuous religious. Under such results and relations, commercial, physical, intellectual, moral, and religious, who would not know the first three letters of the geological alphabet, with the three rocks formed from them, and occupying the highest peaks of the highest points all over the globe; especially as they can all be learned in three minutes or thereabouts?

NO. IV.—Hornblend is a letter in the "*Geological Alphabet*." It is an important letter, and forms a large part of rocks found in vast deposits in many different places. Rocks of the same kind are also scattered over the earth in the form of boulders, or loose fragments, but frequently of a very large size, weighing many tons.

Hornblend rocks are frequently called granite; such as Quincy granite, Staten Island granite, &c. The Astor House is composed of the former, and the Russ pavement in Broadway, near the Astor House, is composed of the latter. But neither is granite. Both differ essentially from granite. Both contain hornblend. The pavement is almost entirely hornblend, which renders it much better than any granite for that purpose. It is tough, as indicated by the term horn, as a part of its name; of course, just what is wanted for such a purpose.

The distinction between hornblend rocks and granite, though of the utmost importance, frequently, for building purposes, is often very slight in their ingredients; nothing more nor less than the change of mica for hornblend. The City Prison, (Tombs,) as has been mentioned, is composed of quartz, feldspar, and mica, and is called granite. The Astor House is composed of quartz, feldspar, and hornblend, and is called sienite. The Merchants' Exchange, Rutgers' Institute, and many other buildings in New York, and still more in Boston, and some in all our Atlantic cities, are built of sienite, commonly called Quincy granite. The same kind of rock prevails very much in Africa, especially in Egypt, whence it has received the name of Egyptian granite. It is very abundant in Syena, in Egypt, whence it received the name of sienite, in distinction from granite Cleopatra's Needle, and Pompey's Pillar, in Alex-

andria, Egypt, are sienite, containing a small portion of hornblend, and composed principally of flesh colored feldspar.

Basalt is another hornblend rock, and more abundant than sienite.—Basaltic cliffs and ranges form some of the grandest scenery in the world. The Giants' Causeway, in the northeast part of Ireland, is composed of blocks of basalt, so exactly fitted to each other as to lead to the belief that it was the work of art, wrought by giants; hence its name. The most common shape of the blocks is a hexagonal prism, differing greatly in size. The blocks are hollow at one end and rounded at the other, so as to fit into each other with far greater exactness than a pile of watch crystals. The pillars, formed of blocks thus piled upon each other, rise to the height of two hundred feet or more, and extend over a large surface. The Giants' Causeway is a great curiosity.

The Pallisades on the banks of the Hudson river; Mount Holyoke and Mount Tom, on the Connecticut; the East and West Rocks, two cliffs in the vicinity of New Haven; the rocks forming the beautiful scenery about Edinburg, Scotland; the bold cliffs on the banks of the Columbia, in Oregon, and extensive ranges of rocks, and even mountains, in various parts of the world, are basalt, or other hornblend rocks.

The most common color of hornblend is black, but sometimes dark green or brown. It contains a large portion of iron, rendering it heavy; also causing it, when struck with a hammer, in many cases, to ring somewhat like a rod of iron.

It is gratifying to learn that young geologists are rising by hundreds and thousands in different parts of the country—indeed in other countries. Some very important discoveries have already been made by them. A lad of seven years old was mentioned, the other day, as having discovered better specimens of one mineral than any found by the State Geologists, who were employed by the New York Legislature for several years, at an expense of nearly half a million of dollars. The young geologists in New York city have made many discoveries, and are now full of enthusiasm in their researches, which they will extend, during the August vacation of schools, into various sections of the country, where they will certainly find their match in their young friends accustomed to grapple with rocks, climb hills, range forests, and otherwise explore their fields of knowledge and of wealth.

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READY WIT.—A countryman the other day, for information, asked an Hibernian, who was busily engaged in the street driving down stones, "Pat, when will you get this street done?" "How did you know my name was Pat?" inquired the Irishman. "Why, I guessed as much." "Then," replied Pat, "since you are good at guessing, you may guess when the street will be finished."

**A BRAVE IRISHMAN.**—An Irishman who was a soldier of the Revolution, and of Warren's brigade, was suddenly stopped near Boston by a party, during a dark night; a horseman's pistol was presented to his breast, and he was asked to which side he belonged. The supposition that it might be a British party, rendered his situation extremely critical. He replied, "I think it would be more in the way of civility, just to drop a hint which side you are pleased to favor." "No," testily said the first speaker; "declare your sentiments, or die!" "Then I will not die with a lie in my mouth. American, to extremity! Do your worst, you spalpeen!" The officer replied, "We are your friends; and I rejoice to meet with a man so faithful to the cause of his country."

## YOUTH'S DEPARTMENT.

### WASHINGTON A TEACHER TO THE YOUNG.

It is a good plan for every one who wishes to be useful, good, and happy, to study the story of Washington, and see how it was that he became so useful, so good, and so happy. It is only by study that we can gain knowledge; and the best way to find out the path of duty and of success, is carefully to read the history of those who have been successful. I propose, therefore, to give you a brief outline of Washington's life, taking care to present those points in his career which seem to have been the most influential in forming his character and shaping his fortunes.

George Washington was born in Virginia, on the 22d of February, 1732. His father was a wealthy planter; but he died in 1743, when George was eleven years old. He was, therefore, left to the care of his mother, who was a good and wise woman.

Now you must remember that when Washington was a boy, young people had not the advantages that they have now. In Virginia, there were no academies, high-schools, or colleges. He had, therefore, only the privileges of a common-school education, where writing, reading, arithmetic, and a little of geometry, were taught.

Now some boys with these simple helps had never been great; the reason why they were sufficient for Washington I will tell you. In the first place, he had a good mother, who, like almost all good mothers, frequently counselled and advised her son to make the best use of his time at school; to pay attention to his lessons; to learn them well; and thus, not only to store his mind with knowledge, but to get into the habit of studying thoroughly, and of improving his mind. In the second place, *Washington had the good sense, the virtue, and the wisdom to mind his mother in these things.*—These are the two great reasons why a common-school education was sufficient for so great a man, and they are the two chief reasons why he became so great.

Now this shows that the advantages a boy possesses are of less consequence than the way in which he improves them. A boy may be sent to a high-school, and go there to college, and have good natural capacity, and yet turn out to be a useless, weak, and ignorant man.—Merely going through a high-school, or an academy, or a college, cannot make a good, useful, or great man. In order to be good, useful, great, or even happy, it is necessary in youth to do as Washington did.

Another thing to be noticed here

is, that Washington had none of that folly which some boys think smartness, or a mark of genius, or manliness—a disposition to disobey a mother or a school-master. Washington was obedient to both of them. If, therefore, a boy wishes to be successful in life, let him cultivate obedience to parents and teachers.

One of the great advantages that followed from Washington's making the best of his school privileges was, his adopting good habits. *He got into the habit of doing everything thoroughly.* He was not willing to learn a lesson by halves, and when he came to recite, to guess and shuffle his way out. No, indeed! He did not leave a lesson till he had mastered it—till he knew all about it—till he had stamped it so firmly in his mind as to make the impression indelible.

The reason why habits are so important; is, that they hang about a person, and actually guide him through life. When a man has got the habit of doing a thing, it is easy to repeat it; and it is hard to act otherwise. Habits may be illustrated by a rail-road. The cars run easily upon the track, and it is difficult for them to get away from it. What work a car would make in attempting to run over the rough ground! Now, the mind is very like the car; it slides along glibly enough upon the rails of habit, but it works hard and makes little progress over a place where it has not been before. Thus, if a boy gets into the habit of lying, he lies, as a locomotive glides upon its track, with great rapidity, smoothness, and ease. And if he has once got into this habit of lying, and then attempts to tell the truth, he feels as if he had got off the track, and is like a car running over the common ground.

The importance of this matter of habit is seen upon a little reflection. We must remember what has been said before, that the things we do once or twice, we are likely to repeat. We are, therefore, always

forming habits, good or bad; and children frequently get them settled as a rail-road track, before they are aware of it. Now, these habits may ruin those who adopt them; and turn into evil the best advantages that they can enjoy.

If a boy gets the habit of studying in a half-way, slovenly, slipshod manner, he is almost certain to be greatly injured thereby. If he goes to college, he there continues the same habit; when he comes out, he still carries it with him; when he enters upon business, it still hangs about him. He does nothing well, or thoroughly; he is careless and slovenly in all he does; there is imperfection and weakness in his career, and finally he turns out an unsuccessful man. If he is a merchant, he usually fails in business; if a lawyer, a physician, or minister, he is generally at the tail-end of his profession, poor, useless, and despised. Such is the mighty influence of our habits; and remember that they are formed in early life. Remember that every day feeds and fosters our habits.

It is interesting to trace the way that Washington's youthful habits operated upon him. Some of his early school-books are extant, and these show that he was very thorough in writing. He even took the pains to write out, in a fine hand, the forms in which notes of hand, bills of exchange, receipts, bonds, deeds, wills, should be drawn. Thus he cultivated the habit of writing neatly, of being patient in copying papers, and of being accurate in making copies; and at the same time he made himself acquainted with the forms of drawing up business documents. In all this we see the habit of doing things patiently, accurately, and thoroughly. We see that Washington had so trained himself, that he could sit down and do that which was meretricious and which some boys would think stupid drudgery.

Another thing that is remarkable

at this early period of Washington's life, is, that in writing he was careful to study neatness and mechanical precision. Several quires of his school manuscripts remain, in which he worked out questions in arithmetic and mathematics. These manuscripts are very neatly executed; there are several long sums which are nicely done and beautifully arranged. There are, also, extensive columns of figures, and all set down with careful precision. Another thing visible in these manuscripts, is, that Washington studied accuracy; his sums were all right. What a beautiful illustration of the great man's life! His youthful manuscripts show that he learned to render his school-boy pages fair; to work out all his sums right. Thus he started in life—and thus he became qualified to make the pages of his history glorious; the footing up of his great account such as the sentiment of justice throughout the world would approve!

Another thing that had great influence in the formation of Washington's character and in securing success in life, was, that very early he adopted a code or system of rules of behavior. This was found among his papers after his death, in his own hand-writing, and written at the age of thirteen. I will give you a few extracts from this code of manners, or rules of conduct:

EXTRACTS.

"Every action in company ought to be with some sign of respect to those present.

"Be no flatterer, neither play with any one that delights not to be played with.

"Read no letters, books, or papers in company.

"Come not near the books or papers of another so as to read them.

"Look not over another when he is writing a letter.

"Let your countenance be cheerful, but in serious matters be grave.

"Show not yourself glad at an-

other's misfortune.

"Let your discourse with others on matters of business be short.

"It is good manners to let others speak first.

"Strive not with your superiors in argument, but be modest.

"When a man does all he can, do not blame him though he succeeds not well.

"Take admonitions thankfully.

"Be not hasty to believe flying reports to the injury of another.

"In your dress, be modest, and consult your condition.

"Play not the peacock, looking vainly at yourself.

"It is better to be alone than in bad company.

"Let your conversation be without malice or envy.

"Urge not your friend to discover a secret.

"Break not a jest where none take pleasure in mirth.

"Speak not injurious words either in jest or earnest.

"Gaze not on the blemishes of others.

"When another speaks, be attentive.

"Be not apt to relate news.

"Be not curious to know the affairs of others.

"Speak not evil of the absent.

"When you speak of God, let it ever be with reverence.

"Labor to keep alive in your heart that spark of heavenly fire called conscience."

Such are some of those rules that Washington wrote out in a fair hand at thirteen. Most of these rules turn on one great principle, which is, that you treat others with respect; that you are tender of the feelings, and rights, and characters of others; that you do to others as you would have others do to you.

But another thing, also, is to be considered, which is, that Washington not only had a set of good rules of behavior, all written out in a fair hand and committed to memory, but he was in the habit of

observing them; and he not only observed them when a child, but after he became a man. He got into the habit of obeying every one of these rules, and every one of them became a rail-road track to him, and he therefore followed them; and thus it was that his manners were always so dignified, kind, and noble; thus it was that his character and conduct became so great and good.

Now, I would not have my readers suppose that Washington was always a man; on the contrary, when he was a boy, he loved fun as well as anybody. He liked to run, to leap, to wrestle, and play at games.

Washington, too, was quick-tempered and passionate when a boy; but the beauty of his story in this point is, that by adopting good habits and principles, he overcame these tendencies of his nature, and he showed that all quick-tempered boys can do the same, if they please. They can govern their tempers; they can adopt good rules of conduct; they can get into the habit of being calm, patient, and just, and thus grow up to honor and usefulness.

There are many other traits of character belonging to Washington that are interesting and worthy of imitation. He was accurate and just in all his dealings; he was punctual in the performance of promises; he was a man of prayer, and an observer of the Sabbath.—And the point here to be noticed by youth, is, that all these qualities which we have been noticing, appear to be the fruit of seed sown in his youth. They appear all to have taken root in one great principle—~~existence~~—obedience to his mother, obedience to his teachers—obedience to a sense of duty, formed into habit in early life. This is the real source of Washington's greatness. He was not made greater or better than most others, but he adopted good habits, and under their

influence he became great.

Another thing to be observed is, that in adopting good habits, Washington rejected bad ones. He was guilty of no profanity; no rudeness or harshness of speech; he was not addicted to *sprees*; he was no haunter of bar-rooms or taverns; he had no vulgar love of eccentricity; he affected not that kind of smartness which displays itself in irregularity or excess; he did not think it clever to disobey teachers or parents; he was no lover of scandal, or of profane and rude society.

The teaching, then, of Washington's example is this; study obedience, patience, industry, thoroughness, accuracy, neatness, respect to the rights and feelings of others, and make these things habitual—rail-tracks in the mind. The path of obedience is the path to glory; the path of disobedience is the path of failure and disappointment in the race of life.—*Merry's Museum*.

AN HONEST BOY.—That "honesty is the best policy" was illustrated some years since, under the following circumstances, detailed by the Rochester Democrat: A lad was proceeding to an uncle's to petition him for aid for his sick sister and her children, when he found a wallet containing fifty dollars. The aid was refused, and the distressed family was pinched with want.—The boy revealed his fortune to his mother, but expressed a doubt about using any portion of the money. His mother confirmed his good resolution—the pocket book was advertised, and the owner found.—Being a man of wealth, upon learning the history of the family, he presented the fifty dollars to the sick mother, and took the boy into his service, and he is now one of the most successful merchants in Ohio. Honesty always brings its reward—to the mind if not to the pocket.



NOTICES OF BOOKS, &c.

**MANUAL OF ANCIENT GEOGRAPHY AND HISTORY.**—By Wilhelm Putz, Tutor at the Gymnasium of Duren; from the German. Edited by Rev. Thomas K. Arnold, M. A. New York, D. Appleton & Co.

SCHMITZ AND ZUMPT'S Classical Series. Q. CURTH RUFI de gestis ALEXANDRI MAGNI, Regis Macedonum. Philadelphia, Lea & Blanchard, 1849.

**ECLECTIC EDUCATIONAL SERIES, RAY'S ARITHMETIC, PART SECOND.**—A thorough course of Mental Arithmetic, by Induction and Analysis. By Joseph Ray, M. D., Prof. of Math. in Woodward College. Cincinnati, W. B. Smith & Co., 1849.

**A MANUAL OF GRECIAN AND ROMAN ANTIQUITIES.**—By Dr. E. F. Bojesen, Prof. of the Greek language, and Literature in the University of Sorø; translated from the German. Edited by Rev. T. K. Arnold, M. A. New York, D. Appleton & Co.

**DAY & THOMPSON'S SERIES—A TREATISE OF PLANE TRIGONOMETRY, and the Mensuration of Heights and Distances, to which is prefixed a summary view of the nature and use of Logarithms.** By Jeremiah Day, D. D., L. L. D. New York, Mark H. Newman & Co.

**FRENCH LESSONS—L'ABÉILLE POUR LES ENFANS; a L'usage des écoles.**—Philadelphia, E. C. & J. Biddle.

**MITCHELL'S PRIMARY GEOGRAPHY, Second Revised Edition.** An easy Introduction to the study of Geography, designed for the instruction of children in schools and families. Illustrated by 120 engravings and 14 maps. By S. Augustus Mitchell. Philadelphia, Thomas Cowperthwait & Co., 1849.

LIBERAL OFFER.

Having still several sets of the Journal for the present and preceding years, we propose to furnish the numbers for the present year to clubs of ten or more, for 20 cts per copy when all are sent to the same address. We shall be greatly obliged to any who will make an effort to extend its circulation in accordance with the above proposal.

We say again to Teachers who find but little interest among their patrons, and who are laboring at disadvantage, and accomplishing but little for the elevation of their schools, that no more direct mode of awakening interest can be adopted, than to secure the reading of educational papers.

There are few parents who would be unwilling, (if the opportunity was presented to them,) to pay 20 cents for a monthly paper. The teacher who secures the reading of such a paper in every family in his district, will find but little difficulty, comparatively, in the government of his school; the sympathies of parents will be enlisted for the school, the scholars will be interested in their studies, and the school will be both pleasant and profitable. Let every Teacher try the experiment.

PREMIUMS.

Persons sending \$1.00 free of postage shall receive a copy of the Editor's Chart of Elementary Sounds; those sending \$2.00, a copy of either of the first three volumes of the Journal; those sending \$3.00, any two of the first three volumes, and those sending \$5.00, the three volumes bound in one.

## PROSPECTUS OF THE LITERARY UNION.

The great idea which will pervade this Journal, is Progress.

Beyond the ordinary, though indispensable intelligence of the day, the public has wants which our newspapers do not supply. The pretty lispsings of juvenile tale-writers, and poetical misses in teens, on the one hand, and tissues of false sentiment and vicious narrative *mis-called* "Cheap Literature," on the other, spiced with the bitter bigotry of all kinds of partisanship, are made to satisfy the keen appetite for knowledge created by our Free Institutions. But how will the boast that ours is a reading people recoil upon our own heads, if their reading be such as will corrupt the morals and enervate the mind?

To furnish the public with the choicest fruits of intellectual exertion, shall be our effort; to wean its taste from a false and demoralizing Literature, our high aim. We shall labor specially to elevate the rising generation; the "Young America," so soon to wield the destinies of the first nation on earth.

In thus advancing the great interests of a National Literature, we shall be aided by numbers of our best writers. The Farmer, the Mechanic, and the Teacher, will each find his vocation elevated by the aid of their special handmaid, Science. The Fine Arts will be prominently noticed. The learned Professions, with the great principles of Religion and Politics, will receive the attention they deserve. In each of these departments, practical men will devote time and labor to the enterprise.

We would fit our paper particularly for the Domestic Circle. Poetry of the first order—gems of History, Biography and Fiction—the cream of general news, with a rigid analysis of its correctness and tendencies—these, all seasoned with a sprinkling of Humor, we hope to make productive of equal pleasure and improvement.

To our country women, we would say, that we regard their sex as the great instructors of the race, and shall strive with all our energies to assist them in this work. While we would not have them emulate the madness of their *soi-distant* lords, in the battle field, or in the broils of the Senate House, we would encourage their aspirations to every attribute of intelligence and refinement.

Though bold, our enterprise cannot be presumptuous; for we trust not to any innate and unusual ability of our own, but to the potent influence of the spirit of Progress, whose servant we would be, and to the aid promised us by persons of eminent ability. And with this encouragement, we have resolved to launch our bark upon the sea of Journalism, and await such breezes as it may please Heaven, and a liberal people to send us.

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A. D. LOAN, M. D., Columbus O.

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. IV.] COLUMBUS, NOVEMBER, 1849. [No. 11.

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## OHIO STATE TEACHERS' ASSOCIATION.

The second Annual Meeting of this Association will be attended in Columbus, on Wednesday and Thursday, the 26th and 27th of December next. The session will be opened at 10 o'clock, A. M., of Wednesday, with an address by Hon. S. Galloway, the President. Addresses are also expected, during the session, from Rev. Prof. Merrick, of Delaware, Hon. B. Storer, of Cincinnati, Hon. C. L. Vallandigham, of Dayton, and others. Reports on some ten or twelve important topics connected with Education and the business of Teaching, will be presented by able Committees, and an opportunity afforded for the discussion of some of the most interesting questions relating to popular education.

The order of Exercises, published in the June number of the Journal, will be followed as nearly as practicable and it is not deemed necessary to publish a new Programme. The Executive Committee hope that the Lecturers and Committees appointed to present Reports and take part in Discussions at the meeting appointed in June, will attend and present the same at the ANNUAL MEETING.

The friends of education in all parts of the State, are earnestly invited to attend, and Teachers' Institutes, County Educational Societies, and Boards of School Directors, are requested to send delegates. Active friends of education in other States, are also most cordially invited to meet with us.

Papers throughout the State are respectfully solicited to copy this notice, and call the attention of their readers to the subject.

By order, A. D. LORD, *Chairman Exec. Com.*  
Columbus, Oct. 1849.

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## CONTEMPLATED CHANGE.

From the notice on page 175, it will be seen that an important change is to be made in the arrangements for the publication of the Journal. It is hoped that the union of the Journal with the School Friend will meet the approbation of the friends of Education in this State, and throughout the West and South, and that the great objects for which these pa-

pers were established, will be more successfully accomplished than they could have been by the continuance of the two papers separate.

The character of the *School Friend* is well known to a large circle of readers, and it is confidently hoped that its usefulness may be much increased by securing a larger Corps Editorial, and by obtaining for one paper a wider circulation; and a more liberal patronage than either could previously have expected.

While it will be the intention of the editors to give to our readers in Ohio a journal of the progress of education in our [own State, it will be their constant aim to give a synopsis of the progress of the cause in all the States of the Union, and in other countries, and, in short, to make the *Friend and Journal* worthy of the patronage of every friend of education and of every philanthropist in the entire West and South.

### NATIONAL CONVENTION OF THE FRIENDS OF EDUCATION.

This Convention, first appointed on the 22d of August last, but subsequently postponed, convened in Philadelphia on the 17th of October and continued its sessions during that and the two following days. More than 200 delegates from fifteen different States were present, and the character and standing of its members and the manner in which the deliberations of the Convention were conducted were worthy of the cause of National Education.

The following is the list of Topics, reported by the Business Committee :

Topics for consideration relating to the organization and administration of A SYSTEM OF PUBLIC INSTRUCTION, adapted to different Sections of the United States.

1. TERRITORIAL, OR CIVIL SUBDIVISIONS OF THE STATE—involving the extent to which the District System should be carried, and the modifications of which the same is susceptible.

2. SCHOOL ARCHITECTURE—including the location, size, modes of ventilation, warming and seating, &c., of buildings intended for educational purposes.

3. SCHOOL ATTENDANCE—including the school age of children, and the best modes of securing the regular and punctual attendance of children at school.

4. GRADES OF SCHOOLS—the number and character of each grade.

5. COURSE OF INSTRUCTION—Physical, Intellectual, Moral and Religious, Esthetical, Industrial. Studies, Books, Apparatus. Methods.

6. TEACHERS—THEIR QUALIFICATIONS—THEIR EXAMINATION AND COMPENSATION.—Normal Schools, Teachers' Institutes, Books on the Theory and Practice of Teaching.

7. SUPPORT.—Tax on Property, Tax on Parents, School Fund.

8. SUPERVISION.—State, County, Town.

9. PARENTAL AND PUBLIC INTEREST.—

10. SUPPLEMENTARY MEANS.—Library, Lyceum, Lectures.

It will be readily seen that a Convention of this kind rightly conducted could hardly fail of accomplishing great good, especially when it is remembered that in hardly any two of the States which have a system of Public Schools is the same course pursued in regard to the first, third, fourth, fifth, sixth, seventh and eighth of the topics above named, and that the second, ninth and tenth, and many of the items included under the others are generally entirely overlooked, or, at least, neglected in nearly all the States of the Union.

For the honor of our nation and the welfare of its rising millions we rejoice that such a Convention has been held, and hope it may be the first of a series of meetings which shall result in untold good. While we regret that only six were in attendance from Ohio, we can not refrain from publishing the interesting fact that the Public School Board of Cincinnati not only appointed three delegates but defrayed the expenses of their attendance, thus furnishing an example of liberality worthy both of commendation and of imitation. We should gladly notice the doings of the Convention at greater length, but must conclude for the present with the closing address of the President, Hon. HORACE MANN,

GENTLEMEN OF THE CONVENTION:—

The clock is now striking the hour,—the air in this Hall is now waving with its vibrations—at which it has been decided to bring the labors of this Convention to a close. We have been looking for the last three days upon the bright-side of the tapestry; the dark-side is now turned towards us. The pleasing acquaintances which have been formed, and which can have been to none more pleasing than to myself, must be broken, and we must go away, carrying such good as we can, from the deliberations of this assembly. In parting with you, I cannot forbear to express my warmest acknowledgements for the continual kindness with which you have been pleased to regard the performance of the duties of the chair. You have made all its labors light, and all its difficulties nominal. In parting with you, gentlemen, it is impossible for me to express the feelings of hope, mingled with anxiety, with which I look forward to the consequences of this meeting. We shall separate. We shall go away to move in different and distant spheres. From these narrow walls which now enclose us, we shall find ourselves, at the end of a week, in a dozen different States, east, west, north and south. Shall the influences which have been here concentrated and brought to a focus, be dissipated and lost, when our local proximity to each other is gone; or shall the moral influences which have been here generated, expand themselves over the vast spaces where we shall soon be found, keep themselves vivid and animate, and make the common air electric.

with their fulness of life! I trust the latter, and that our zeal will not be of the flashy kind, that will evaporate as soon as the exciting cause is withdrawn, but that it will be like the heat of the sun, which, being once kindled, glows on forever.

Gentlemen, this occasion has brought together two classes of men, sufficiently distinguished from each other to be the subject of a division. May I be permitted to address a few words to each. We have before us the practical teachers,—men who devote themselves to the business of the school-room, who do not exercise a very diffusive influence in a broad sphere, but an intense influence in a narrow sphere—points of strong light thrown upon a small space, rather than wider radiations of a flame that is weakened by its expansion. What are the duties of the school teacher? I have not time to enumerate or define them. I cannot even mention the names in the catalogue; but I will call the attention to one which comes very near to embracing all. By this one, I mean *thoroughness*, in every thing you teach. *Thoroughness—thoroughness*—and again I say *THOROUGHNESS* is the secret of success. You heard some admirable remarks this morning from a gentleman from Massachusetts, (Mr. Sears,) in which he told us that a child, in learning a single lesson, might get not only an idea of the subject matter of that lesson, but an idea how all lessons should be learned,—a general idea, not only how that subject should be studied, but how all subjects should be studied. A child, in compassing the simplest subject, may get an idea of perfectness, which is the type, or archetype, of all excellence, and this idea may modify the action of his mind through his whole course of life.

Be thorough, therefore, be complete in every thing you do; leave no enemy in ambush behind you as you march on, to rise up in the rear and assail you. Leave no broken link in the chain you are daily forging. Perfect your work so that when it is subjected to the trials and experiences of life, it will not be found wanting.

It was within the past year that I saw an account in the public papers of a terrible gale in one of the harbors of the Chinese seas. It was one of those *typhoons*, as they are called, which lay prostrate not only the productions of nature, but the structures of man. In this harbor were lying at anchor the vessels of all nations, and among them the United States sloop of war Plymouth. Every vessel broke its cable but one. The tornado tossed them about, and dashed them against each other, and broke them like egg shells. But amidst this terrific scene of destruction, our government vessel held fast to its moorings, and escaped unharmed. Who made the links of that cable, that the strength of the tempest could not rend? Yes! *Who made the links of that cable, that the tempest could not rend?* Who was the workman, *that worked under oath, and whose work saved property and human life from ruin, otherwise inevitable?* Could that workman have beheld that spectacle, and



heard the raging of the elements, and seen the other vessels as they were dashed to pieces, and scattered abroad, while the violence of the tempest wreaked itself upon his own work, in vain, would he not have had the amplest and purest reward for the fidelity of his labor?

So, in the after periods of your existence, whether it be in this world, or from another world, from which you may be permitted to look back, you may see the consequences of your instruction upon the children whom you have trained. In the crises of business life, where intellectual accuracy leads to immense good, and intellectual mistakes to immense loss, you may see your pupils distinguishing between error and truth, between false reasoning and sound reasoning, leading all who may rely upon them to correct results, establishing the highest reputation for themselves, and for you as well as for themselves, and conferring incalculable good upon the community.

So, if you have been wise and successful in your moral training, you will have prepared them to stand unshaken and unseduced amidst temptations, firm where others are swept away, uncorrupt where others are depraved, unconsumed where others are blasted and perish. You may be able to say that, by the blessing of God, you have helped to do this thing. And will not such a day be a day of more exalted and sublime joy than if you could have looked upon the storm in the eastern seas, and known that it was your handiwork that saved the vessel unharmed amid the wrecks that floated around it? Would not such a sight be a reward great and grand enough to satisfy and fill up any heart, mortal or immortal?

There is another class of men in this meeting,—those who hold official situations under the State governments, and who are charged with the superintendence of public instruction. Peculiar duties devolve upon them. They, in common with the teachers, have taken upon themselves a great responsibility. When in the course of yesterday's proceedings, a resolution was introduced, proposing to make this a National Convention, with a permanent organization; I confess that, as I sat in this chair, I felt my joints trembling with emotion, at the idea of the responsibility you were about to assume. Shall this body establish itself as a *National Convention*? Shall we hold ourselves out to this great country as a source of information and a centre of influence, on one of the most important subjects that can be submitted to the human faculties? Shall we hold ourselves up here in full sun-light, and virtually say to the whole country, come here and fill your urns from our fountains of wisdom? These views came over me with such force, as almost to make me forget where I was, and the duties I had to discharge; for experience has led me to know something of the difficulties of the work. Yet it was the pleasure of the Convention to adopt the resolution; and through the signatures of your officers, you will severally subscribe to that con-

clusion. You have already authorized a committee to send out this determination, and to proclaim it to the world. Now, by these acts, *you have signed and sealed a bond.* You have obligated yourselves to perform great duties, and you cannot deny or elude this obligation, without a forfeiture of honor and of character. If we fulfil the duties we have assumed, this meeting will prove one of the most important meetings ever held in this country. If we fail in our respective spheres of actions to fulfil these duties, this meeting will be the ridicule and shame of us all. By itself it is a small movement, but we can make it the first in a series that shall move the whole country. It begins here upon the margin of the sea, but we can expand it until it shall cover the continent. However insignificant in itself, it is great by its possibilities. To the eye of the superficial observer, beginnings are always unimportant; but whoever understands the great law of cause and effect, knows that without the feeble beginnings, the grandest results could never have been envolved. He who now visits the northwestern part of the State of New York, to see one of the wonders of the world,—the Falls of Niagara,—may see also a wonder of art not unworthy to be compared with this wonder of nature. He may see a vast Iron Bridge spanning one of the greatest rivers in the world, affording the means of safe transit for any number of men, or any weight of merchandise, and poised high up in the serene air hundreds of feet above the maddened waters below. How was this ponderous structure stretched from abutment to abutment across the raging flood? How was it made so strong as to bear the tread of an army, or the momentum of the rushing steam car? Its beginning was as simple as its termination is grand. A boy's plaything, a kite, was first sent into the air; to this kite was attached a silken thread, to the thread a cord, to the cord a rope, and to the rope a cable. When the toy fell upon the opposite side, the silken thread drew over the cord, and the cord the rope, and the rope the cable, and the cable, one after another, great bundles, or fascia, of iron wire; and these being arranged, side by side, and layer upon layer, now constitute a bridge, of such massiveness and cohesion, that the Mighty Genius of the cataract would spend his strength upon it in vain.

Thus, my friends, may great results be eduved from small beginnings. Let this first meeting of the National Association of the Friends of Education be like the safe and successful sending of an aerial messenger across the abyss of ignorance and superstition and crime, so that those who come after us may lay the abutments and complete the moral arch that shall carry thousands and millions of our fellow-beings in safety and peace above the gulf of perdition, into whose seething floods they would otherwise have fallen and perished!

## ECCLESIASTICAL CO-OPERATION.

The following Preamble and Resolutions are copied from the proceedings of the Synod of Indiana, (New School Presbyterian.) We commend their example as worthy of imitation by every Ecclesiastical Body in our own State. Let the Clergy and the members of the other professions lend their hearty co-operation to the effort made for the improvement of our schools, and untold good will be the result.

**WHEREAS**, The proper education of the rising generation furnishes the only sure guarantee of the perpetuity of our civil and religious institutions; and

**WHEREAS**, The constitution of Indiana acknowledges the claims of its youthful population to the necessary means of such intellectual and moral culture; and

**WHEREAS**, The Legislature has taken the incipient measures for the introduction and establishment of a system of Free Schools in our State.

*Resolved, 1st.* That we hail with joy the effort to secure to the children and youth of Indiana, the enjoyment of the richest of the privileges of American citizens, a system of popular education, diffusing its blessings without distinction of religious sect, political party, or pecuniary circumstances.

*Resolved, 2d.* That we regard the establishment of such a system, as the brightest pledge of our future prosperity, fraught indeed with the richest promise, for the successful development of our agricultural resources, and the cultivation of the great mass of mind of every intellectual grade, and furnishing also the grand incentive and means to thrift and enterprise.

*Resolved, 3d.* That we regard the ad valorem system of support of Common Schools as the only true, republican one, and most cheerfully and heartily pledge ourselves as its firm and uncompromising friends and advocates.

*Resolved, 4th.* That it is the duty of every citizen to use his influence to secure to the system a fair and untrammelled experiment, and that we regard it as an imperative obligation devolving on all religious denominations, cordially to co-operate in the establishment of a general system of Free Schools throughout the State.

*Resolved, 5th.* That as members of this body, we will in our individual capacity, unite most heartily with our fellow-citizens in all wise and efficient measures to give permanence and success to such a system,

*Resolved, 6th.* That it is both the privilege and duty of our parents and ministers to visit our Common Schools, and by all proper means to stimulate and encourage the children to prompt and punctual attendance, a kind and courteous deportment, a diligent and persevering effort to improve their time and opportunities for mental culture, and to afford the teachers that degree of sympathy and co-operation best suited to tax and encourage the highest degree of professional skill

## GEOLOGY FOR SCHOOLS AND FAMILIES—NO. V.

By JOSIAH HOLBROOK.

Next to quartz, feldspar, mica, and hornblend, lime is the most important letter in the "Geological Alphabet." It is not only an element of rocks, but of itself alone forms rocks in great extent and variety. It varies more in age, position, and character than either of the rocks yet named. Though not so old as the oldest granite formations, portions of it were formed at an early period of the earth's history. It has been forming ever since, and at this time masses of limestone are accumulating from various causes.

In color, texture, and other qualities, the carbonate of lime presents very numerous varieties. It is often milk white, and sometimes has so much the appearance of loaf sugar, as to lead persons to apply their taste to ascertain whether it would answer for sweetening coffee. The grains of white limestone are frequently much coarser than those of loaf sugar, and frequently as large as peas.

This abundant and useful rock has sometimes a very fine texture, having much the appearance of a hone. The stone used for lithography is a very fine or compact limestone, obtained principally, if not wholly, from Germany. All the varieties of marble, or nearly so, are limestone, also, all chalk formations. Large masses, indeed extensive formations, of limestone are composed entirely of the remains of animals, once possessed of life, action, and enjoyment. Bones are the phosphate of lime, and all shells are the carbonate of lime. Coral formations, extending thousands of miles, are composed of lime.

The carbonate of lime, chemically the same in all the above varieties, and many others, is frequently found crystallized in numerous and beautiful forms. These crystals are sometimes much in the shape of a dog's tooth, and hence are called dog-tooth spar. Vast quantities of these crystals have been thrown out from the canal excavations of Lockport, New York, where also has been found the fluuate of lime, (fluor spar,) also sulphate of lime, (plaster of Paris.) These different varieties are sometimes combined in the same mass, so as to form beautiful specimens for mantel ornaments, family museums, college cabinets, &c.

In the language of chemistry, carbonate of lime is a salt composed of carbonic acid and lime. By burning, the carbonic acid is driven from the other ingredients; when it is quick lime. When thus freed from the acid, it has the power of absorbing large quantities of water, which it does in the process of slacking. This water, on combining with the lime, becomes as solid as the lime itself, when it gives up the heat required to keep it in a liquid state, rendering the lime while slacking, as every child knows, very hot, producing also much vapor and steam.

One variety of limestone is called "*hydraulic lime*," from *hudos* the Greek word for water. This, when prepared by burning, grinding, and

mixing with sand, produces *water cement*, and cements different masses of rocks almost as firmly as if in one piece. This material is extensively used for canal locks, for aqueducts, cisterns, and almost innumerable purposes. By it the "*Croton Aqueduct*" has been rendered so tight and so firm as to furnish a large supply of water for nearly half a million of inhabitants from the distance of forty miles.

Surely limestone is a very useful material, furnished us from a bountiful Benefactor, for which we should be thankful. This same Benefactor has given us intellects capable of understanding and applying this useful material for the enlargement of our minds, as well as supplying our physical wants; and it is our privilege and duty to apply our intellectual powers to such high objects designed by our Creator.

NO. VI.—Serpentine and talc are two letters of the "*Geological Alphabet*." Together, they form extensive and interesting deposits and ranges of rocks, in various parts of the world, appropriately termed "*Magnesian Formations*." Serpentine and talc are both, in part, composed of magnesia, besides containing veins of magnesia, hydrate of magnesia, silicate of magnesia, magnesian limestone, &c., from some of which are manufactured the common magnesia of the shops, epsom salts, (sulphate of magnesia,) and other useful articles of commerce.

Chrome ore, from which is made chrome yellow, a beautiful paint, is also obtained from magnesian formations. By chrome mines, discovered in Pennsylvania and Maryland, deposited in barren serpentine ridges, many thousand persons have found employment; and handsome estates or great wealth have been accumulated by various individuals, and a beautiful, substantial paint furnished to the community at twenty-five or thirty cents a pound, instead of fifteen or twenty dollars a pound, the common price previous to the discovery of the rich deposits in those barren ridges.

From the same ridges materials for epsom salts are obtained in such abundance, and changed into that article so good and so cheap, as to put a stop to all foreign importations. Chromate of potash is another useful article furnished to the community from the deposits in the magnesian formations. Found in the same connexion is asbestos, sometimes called mineral cotton, having a soft fibrous character, and sometimes made into cloth and paper, which are entirely incombustible. A handkerchief made of asbestos, to be cleansed, needs only to be thrown into the fire till it is burnt clean, and then removed. Tons of asbestos almost as fine as silk have been obtained from Maryland for fire-proof safes used by merchants and others.

Soapstone, principally composed of talc, is generally found in company or in the neighborhood of serpentine. This rock is so soft as to be cut with a saw, hewed with an axe, smoothed with a plane, turned in

a lathe, and otherwise readily brought into any shape required by its numerous uses in architecture and household economy. It takes its name from having a feel resembling soap.

Soapstone is exported largely from Vermont and New Hampshire.—

Tailors call talc French chalk, and use it for marking cloth. The powder of talc, mixed with oil, is good for the axletrees of carriage wheels, gudgeons, and various similar purposes, by preventing friction.

A range of serpentine or magnesian rocks and ridges, commencing at Hoboken, in New Jersey, opposite the city of New York, extends, with occasional interruptions, through New Jersey into Pennsylvania, Maryland, and Virginia. The same class of rocks are abundant in New England. A beautiful "*Verd Antique*" marble, consisting, in a great measure, of precious or "*Noble Serpentine*," is deposited in large quantities in New Haven and some of the adjoining towns in Connecticut.

Serpentine is so named from its variety of colors, resembling, in that respect, a serpent, though its prevailing color is green. It is a little harder than gypsum or plaster of Paris, and a little less hard than marble or common limestone. Common serpentine is sometimes used for the walls of houses, farm enclosures, &c. Precious serpentine, which receives a beautiful polish, is used not only in marble, but for vases, plates, and various small articles for ornament and curiosity.

Every reader of the "STUDENT" can procure a specimen of serpentine, both common and precious, of magnesia, asbestos, chrome ore, talc, soapstone, and also of chlorite, another magnesian mineral, frequently found in connexion with those above named. Those who cannot find them within their walks, can find something which they can send to New York, Philadelphia or Baltimore, and "*exchange*" for magnesia and other minerals.

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#### FROM THE TEACHER'S ADVOCATE.—VOL. I.

MR. EDITOR:—It is well known that so far as respects the completion of the square of affected or complete Quadratic Equations, they may be reduced to one of *two* forms; viz. in the *first form* the co-efficient of  $x^2$  is *one*, and that of the first power of  $x$  is an even number; in the *second form*, the co-efficient of  $x^2$  may be any number greater or less than unity, and that of the second term or first power of  $x$ , an even number.

For the solution of Equations reduced to either of these forms, I am accustomed to use the following rules.

FIRST FORM. *Rule.*—Add to the right hand member the square of half the co-efficient of  $x$ , (in the 2d term,) evolve and connect to the root with the opposite sign half the same co-efficient.

*Example 1.*  $x^2 + 4x = 21$ . *Operation.*  $21 + (\frac{1}{2})^2 = 25$ , whose square

root =  $+$  or  $-5$ , to which connect  $\frac{1}{2}$  by the  $-$  sign, and  $x$  is found to equal  $+8$  or  $-7$ .

*Example 2.*  $x^2 - 8x = 20$ . *Operation.*  $20 + (\frac{1}{2})^2 = 36$ , root =  $+$  or  $-6$ , and  $+$  or  $6 + \frac{1}{2} = 10$ , or  $-2$ .

**SECOND FORM.** *Rule.*—Multiply the right hand member by the first coefficient, add to the product the square of half the second coefficient, evolve, and connect to the root half the second coefficient by the opposite sign and divide the result by the first coefficient.

*Example 1.*  $3x^2 + 6x = 24$ . *Operation.*—

$$24 \times 3 + (\frac{6}{2})^2 = 81, \text{ root} = + \text{ or } -9 - \frac{6}{3} =$$

$$\left\{ \begin{array}{l} +6 \\ \text{or } \div 3 = \\ -12 \end{array} \right\} \left\{ \begin{array}{l} +2 \\ \text{or} \\ -4 \end{array} \right\} . \text{ Then } x = +2, \text{ or } -4.$$

*Example 2.*  $5x^2 - 8x = 48$ . *Operation.*  $48 \times 5 = 240 + (\frac{8}{2})^2 = 256$ , root =  $+$  or  $-16 + \frac{8}{5} =$

$$\left\{ \begin{array}{l} +20 \\ \text{or } \div 5 = \\ -12 \end{array} \right\} \left\{ \begin{array}{l} +4 \\ \text{or} \\ -2\frac{2}{5} \end{array} \right\} \text{ the values of } x.$$

*Note.*—To reduce to the *second form* any equation in which the coefficient of the first power of  $x$  is an *odd number*, multiply the equation by two.

It is well known to Teachers that in the ordinary method of solving quadratic equations, after the *statement* of the problem is made, the *solution* is little more than a *mechanical* process, affording but little discipline for the mind. It will be seen that the method here proposed, enables the student to perform nearly all the problems involving this class of equations, *mentally*, thus furnishing greater opportunities for the discipline of the best powers of the mind, than are secured by the common method. For my own part I consider it just as practicable, and certainly as desirable, that the operations in Algebra should be performed mentally, as that the same processes in Arithmetic, should be so performed.

For the purpose of facilitating the solution of equations in this manner, let pupils commit a table of the squares of all the numbers from one to fifty or one hundred.

A. D. LORD.

*Teacher's Seminary,* }  
Kirtland, O., March, 1846. }

### WHAT CAN ONE MAN DO?

We often hear this question asked, 'what can one man do?' What can he do? He can overturn the destinies of the world if he only sets himself about it. Indeed it is to man in his individual capacity that we

owe almost every advantage that society makes, either in their crops, steam engines or wooden nutmegs. Had the invention of the cotton gin depended on the whole community, it would not have been perfected to this day. Unfortunately what is somebody's business everybody neglects. Till Chancellor Livingston took Dutchess county into consideration, it was falling away at the rate of ten per cent, a year. Crops were diminishing in size—farms were becoming sterile, and everybody poorer very fast. Fortunately for everybody, this distinguished civilian turned his attention to the complaint, and in less than ten years converted what was fast becoming a barren wilderness "into the garden of the State." By simply administering Plaster of Paris to the soil, the country became cured of its consumption and again made to rank with the most wealthy districts in the country. And what is true of Chancellor Livingston, is equally true of thousands of other distinguished citizens. One "try" of Dr. Franklin yields upwards of half a million of dollars annually to the counties of Albany and Schenectady alone, for it is to him that we owe the introduction of broom corn among us, one of the most valuable products cultivated in our vicinity. Happening one day to see an imported whisk of this exotic in the hands of a lady in Philadelphia, the Philosopher thought he would examine it, and, as good luck would have it, discovered one single seed. He immediately planted it, and from this small beginning have arisen all the Shaker brooms in the world. As an index of its value, we would state that one single farm on the Mohawk Flats grows brush sufficient to make 150,000 brooms per year, which at \$1.50 per dozen (the average price) amounts to \$225,000. Who can look at these facts and still ask "what can one man do?"—*Albany Knickerbocker*.

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A LESSON TO TEACHERS.—In a late number of the Common School Journal, is an excellent article on the subject of "management of disobedient children," a subject which few parents or instructors appear to understand. From this article we copy the following interesting anecdote:—

"At a Common School Convention in Hampden county, we heard the Rev. Dr. Cooley relate an anecdote strikingly illustrative of this principle. He said that many years ago, a young man went into a district to keep school, and before he had been there a week, many persons came to see him and kindly told him that there was one boy in school it would be necessary to whip every day: leading him to infer that such was the custom of the school, and that the inference of injustice towards the boy would be drawn, when he should escape, not when he should suffer. The teacher saw the thing in a different light. He treated the boy with signal kindness and attention. At first, the novel course seemed



to bewilder him. He could not divine its meaning. But when the persevering kindness of the teacher begot a kindred sentiment of kindness in the pupil, his very nature seemed transformed. Old impulses died. A new creation of motives supplied their place. Never was there a more diligent, obedient and successful pupil. And now, said the reverend gentleman, in concluding his narrative, that boy is the Chief Justice of a neighboring State. The relator of the story, though he modestly kept back the fact, was himself the actor. If the Roman justly bestowed a civic crown upon a soldier, who had saved the life of a fellow-soldier, what honors are too great for the teacher who has thus rescued a child from ruin!"

### YOUTH'S DEPARTMENT.

The winter schools are now commencing, and all of our young readers and of the youth of the State will, during this winter, be forming habits which will go with them through life. This winter, like every other season which youth may enjoy for instruction, is therefore a period of great importance in the history of every child. During its progress will be formed, habits of industry or idleness, of attention or inattention, of obedience or disobedience, which may influence all through life, and decide their destiny for time and eternity. We have already spoken more than once of these things, of the importance of improving time and opportunities as they pass, and have placed before our young friends the example of Washington and others, as incentives to effort, or models for imitation. We would now call their attention to a fact in the history of an individual who but a short time since held the highest office in America.

"In the autumn of 1815, JAMES E. POLK entered the University of

North Carolina, being in his twentieth year. His career at the University was distinguished. At each semi-annual examination he bore away the first honors, and graduated in 1818 with the reputation of being the first scholar, both in the Mathematics and Classics. His course at college was marked by the same assiduity which afterward distinguished him. It is said that HE NEVER MISSED A RECITATION, NOR OMITTED THE PUNCTILIOUS PERFORMANCE OF ANY DUTY.

Now whatever any of our readers may have been accustomed to think of Mr. Polk as a man or a politician, it will be readily seen that the habits which made him distinguished in after life, which led to his elevation to the high office which he lately held, were formed while he was a scholar at school.—So was it with Washington, and so it has been with nearly every man who has been great, good, or useful in the world.

CONSCIENCE INDESTRUCTIBLE.—'Conscience,' says a cotemporary, 'may

be abused, but it is feared; it may be loaded down with weight, but cannot be crushed; the cauterizing iron may be applied, but though seared, it cannot be killed. You may shut your eyes, but it will whisper in your ears. You may stop your ears, but it will tremble in your nerves. When it cannot thunder, it will whisper; and when it cannot whisper, its silence is often more dreaded than its utterance. It is dangerous to offend conscience, for it has a most tenacious memory, as well as a most tender sensibility.—It is the more dangerous, because it does not consider your conduct a personal affront, but as an impious insult to the moral government of God.

WASHINGTON AND HIS MOTHER.—  
Young George was to go to sea, as

midshipman; every thing was arranged, the vessel lay out opposite his father's house, the little boat had come on shore to take him off, and his whole heart was bent on going. After his trunk had been carried down to the boat, he went to bid his mother farewell, and he saw the tears bursting from her eye. However, he said nothing to her; but he saw that she would be distressed if he went, and perhaps never be happy again. He just turned around to the servant and said, "Go and tell them to fetch my trunk back; I will not go and break my mother's heart." His mother was struck with his decision, and she said to him, "George, God has promised to bless the children that honor their parents, and I believe he will bless you."

### Adam's New Arithmetical Series, for Schools and Academies.

1.—PRIMARY ARITHMETIC, or MENTAL OPERATIONS IN NUMBERS: Being an introduction to the Revised Edition of Adam's New Arithmetic "This work is adapted to the gradual expansion of the intellect of the young pupil, and is designed to give him as thorough mental discipline as is obtained by studying any other elementary work upon the same subject."

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"Few works ever issued from the American Press have acquired so great popularity as the 'New Arithmetic.' It is almost the only work on arithmetic used in extensive sections of New England. It has been re-published in Canada, and adapted to the currency of that province. It has been translated into the language of Greece, and published in that country. It has found its way into every part of the United States. In the State of New York, for example, it is the text-book in ninety one of the one hundred and fifty-five academies which reported to the regents of the University in 1848."

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**PREMIUMS.**

Persons sending \$1.00 free of postage shall receive a copy of the Editor's Chart of Elementary Sounds: those sending \$2.00, a copy of either of the first three volumes of the Journal: those sending \$3.00, any two of the first three volumes, and those sending \$5.00, the three volumes bound in one.

**NEW ARRANGEMENT.**

"THE OHIO SCHOOL JOURNAL" AND "SCHOOL FRIEND" UNITED.

The subscribers have the pleasure of announcing that an arrangement has been effected with the proprietor of the Ohio School Journal, by which, after the publication of the December number, completing the present volume of the Journal, that paper will be united with the School Friend published by us. The new paper will be called "THE SCHOOL FRIEND AND OHIO SCHOOL JOURNAL." In connection with this arrangement, we are enabled to secure such advantages, especially in the editorial department, as cannot fail to render the new Journal of much more interest and value to subscribers than either paper could hope to be separately.

The services of the following gentlemen (whose names are familiar to the educational community,) have been secured in the editorial department:—

DR. A. D. LORD, *Superintendent of Public Schools, Columbus, Ohio.*

H. H. BARNEY, Esq., *Principal of Cincinnati Central High School.*

The Mathematical Department will be, as heretofore, under the charge of

DR. JOSEPH RAY, *Professor of Mathematics in Woodward College.*

Arrangements are in progress to secure still farther assistance in the editorial department, the result of which will be announced as soon as possible.

It is believed that the above simple announcement of the names of the editors will be sufficient guarantee of the high character and general excellence of our Journal. We may add that no judicious efforts or expense will be spared, on our part, to render it interesting and valuable to Teachers, School Directors, and all who are interested in Education.

The size of THE SCHOOL FRIEND AND OHIO SCHOOL JOURNAL will be the same as that in which the School Friend has heretofore appeared. Each number will contain sixteen quarto pages, equal in amount of matter to thirty-two pages of the Ohio School Journal.

The very low subscription prices heretofore charged for the *School Friend* will not be changed. They are as follows:

## TERMS.

One copy, for one year - - - - - Fifty cents.

Ten copies - - - - - Three dollars.

In order, however, to hold out the greatest possible inducements to subscribers, that our list may be as large as possible, we offer the following

## PREMIUMS TO SUBSCRIBERS.

For *One Dollar* we will send *two copies* of THE SCHOOL FRIEND AND OHIO SCHOOL JOURNAL for one year, and one back volume of the Ohio School Journal; or, we will send for the same amount, one copy of the School Friend, for one year, and the back volumes I, II and III of the Ohio School Journal.

For *Two Dollars* we will send *four copies* of the SCHOOL FRIEND AND OHIO SCHOOL JOURNAL for one year, and back volumes I, II and III of the Ohio School Journal.

✂ All subscriptions and communications should be addressed, *POST PAID* to "*The School Friend and Ohio School Journal, Cincinnati, Ohio.*"

The back volumes of the Ohio School Journal, here offered as premiums, are neatly stitched in printed covers, in a convenient form for use, and so that they can be sent by mail at a small expense. It is perhaps unnecessary to call attention to the value of these volumes. They are made up, mostly, not of matter of transient interest merely, but of articles which are of great *permanent value* to teachers, &c. They embrace an epitome of the educational history of the West during the several years last passed. Opportunity is here afforded all who wish it to obtain these valuable documents at a mere nominal price.

We would now respectfully, but earnestly appeal to the friends of Education in the West to use their influence and exertions to secure for the "*School Friend and Ohio School Journal*" a wide circulation. The great importance of a well conducted educational periodical is admitted by all. We have incurred considerable expense, and are ready to spare no exertion to render our paper such a one in the fullest sense of the term, and to adapt it fully to the wants of the friends of education in the West, in this respect. Will they do their part in securing for us a wide circulation? Complaint surely cannot be made of our terms.

We are confident that our price is less in proportion to the size of our paper than that of any other educational journal in the country. We hope and expect a circulation of at least ten thousand.

A new volume of the *School Friend* was commenced in October. For convenience to all parties, we shall let the "*School Friend and Ohio School Journal*" come in the regular course of this volume. That is, the first number of the united papers, which will be published in January, will be Volume IV, No. 4. Subscribers will be furnished with the three back numbers of the *School Friend* to render the volume complete.

W. B. SMITH, & Co.,

*Publishers, 56 & 58 Main st., Cincinnati, O.*

# THE OHIO SCHOOL JOURNAL.

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EDITED BY ASA D. LORD.

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VOL. IV.] COLUMBUS, DECEMBER, 1849. [No. 12.

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## CLOSE OF THE VOLUME.

With the present number closes the fourth volume of the Journal.— During its existence, it has received such attention from our hands as the numerous and pressing duties of our station would permit. We are well aware that it has contained less that is really valuable to Teachers and those actively engaged in promoting education, than could have been desired; in this respect it has fallen far short of our own ideas and hopes before its commencement. It was commenced with the conviction that something of the kind was necessary to arouse the people of the State to a proper sense of the importance of general education, it has been continued, from year to year, in the belief that it was doing something toward the accomplishment of the objects for which it was established, and with the hope that the time might soon come when the interest in the subject would warrant a competent Editor in devoting his time and energies to the work of conducting such a Journal.

It would be pleasant, did time permit, to look over the progress which the cause of popular education has made in our State during the last four years; to enumerate the Teachers' Institutes which have been attended, the Union Schools established, the School Houses built, the improvements in the mode of examining Teachers, and in the instruction and management of Schools, but we forbear.

To those who have subscribed and paid for the Journal, our sincere thanks are due, for their patronage, and their forbearance with us in regard to the irregularity in its publication, incident to the circumstances under which it has been sustained; but it should be distinctly understood that the subscription list has only paid the expense of paper and printing, while the labor of editing it has been a work of good will to the cause.

To those Teachers and others who have repeatedly promised contributions for its pages, but have found it easier to *criticise its contents* than to contribute from their own resources, we return our thanks for their good wishes.

From all who are capable of thinking and writing on the subject of education, we respectfully solicit contributions, and from all interested in education, patronage for the "School Friend and Ohio School Journal."

## OHIO STATE TEACHERS' ASSOCIATION.

This Association held its second Annual meeting in this city on the 26th and 27th of December instant. More than sixty members and delegates from nearly thirty different counties attended and participated in the deliberations and discussions which were conducted with much harmony and in the kindest spirit.

The time of the session was occupied with addresses, the reading of Reports on topics on teaching and the cause of Education, and the discussion of plans and methods for the improvement of the schools and the school system of the State. The movement thought to be of the utmost importance at the present time, was the passage, by the present Legislature, of a law providing for an efficient *supervision* of schools; this, it was thought, could not be secured without appointing a State superintendent who should, beside the other duties of his office, edit a State Educational paper; and at least, four District Superintendents whose whole time should be occupied in attending Teachers' Institutes and Conventions, lecturing on popular education, examining Teachers and visiting schools. A committee was appointed to prepare a memorial to the Legislature on this subject. The following were elected officers of the association for the ensuing year. Hon. S. Galloway of Columbus, President; P. Dawley of Massilon, first Vice President; E. D. Kingsley of Columbus, Recording Secretary; Prof. I. W. Andrews of Marietta, Cor. Secretary; John Ogden of Columbus, Treasurer. Executive Committee:—Asa D. Lord of Columbus; M. D. Leggett of Warren; H. H. Barney of Cincinnati; T. W. Harvey of Republic; E. E. Barney of Dayton; S. S. Rickley of Tarleton.

The next semi-annual meeting is to be attended in Springfield, on the 3d and 4th days of July, 1850.

## PUBLIC SCHOOLS OF COLUMBUS.

To obviate the necessity of answering letters, one or more of which we receive every week, we publish the following items of information in regard to the Public Schools of this city.

The schools are organized under a special law passed in 1845. The city constitutes one District, and is divided into three sub-districts, in each of which a building is erected capable of accommodating six departments, and about four hundred scholars. The schools are under the charge of six Directors, styled the Board of Education. Previous to opening the schools under the present organization, in July, 1847, the Board appointed a Superintendent, to whom was entrusted the general direction of the course of study and instruction in the schools, the examination and instruction of the Teachers, the immediate supervision of the High School, and the general supervision of all the schools.

The schools are taught five days in the week, and six hours per day. On Saturday of each week, or of every alternate week, the Teachers

meet at the room of the Superintendent, for the purpose of receiving instruction in the several studies taught in the different grades of schools, interchanging opinions, and stating the results of experience and observation in regard to the instruction, government and discipline of schools. During the first year, the time was occupied in these meetings, in a thorough investigation of the whole course of study prescribed for the three lower grades of Schools. Since that time, several other studies have been introduced, in which regular recitations have been conducted, or lectures given by the Superintendent, as in higher Grammar, Physiology, the science of Government, History and Mental Philosophy.

The following items are from the published regulations of the Board: they may be of service to those who have to classify schools and prescribe the course of study, &c., in other places.

#### THE COURSE OF INSTRUCTION.

The great objects of study in school being to secure the appropriate culture and acquire the proper use of the senses, especially of the muscular sense, the eye and the ear; to develop the perceptive, retentive and reflective powers of the mind; to form correct *habits* of study and investigation, of thought, attention and observation, and to acquire useful knowledge—the course of instruction in the several schools shall be arranged under the following heads:

I. *Language*.—First, its *form*, commencing with the alphabet, and including the forms and the sounds of the letters, spelling, pronunciation, accent, punctuation and grammatical reading; second, its *use* commencing with the use of words in conversation, and including the meaning and application of words, their origin, formation and classification, the structure of sentences and composition.

II. *Numbers*.—Commencing with the elements, and including mental and written arithmetic, and their practical application to business, and their use in the higher mathematics.

III. *Geography, Natural and Civil History, and the Science of Government*.

IV. *Form or Figure*.—Including an acquaintance with mathematical and other forms, a knowledge of which is so important as a means of forming clear ideas and correct judgments, and enabling the eye to discriminate and the hand to imitate.

V. *Exercises for the Ear and the Voice*.—In rhetorical reading, declamation or delivery, and vocal music.

VI.—*Prudential and Moral Instruction*.—Including instruction in regard to politeness and propriety of deportment, the formation of manners and habits, of morals and character.

*Opening and Closing*.—All the schools shall be opened daily with singing, reading a portion of scripture, or prayer, and shall be closed with singing.

*General Exercises.*—Exercises on the elementary sounds of the language, in spelling and definitions, reading and vocal music, in mental arithmetic, in geography and history, in drawing or writing, shall form a part of the daily exercises in every school; and Teachers will be expected to spend a portion of every day in giving general instruction, suited to the capacities and advancement of their scholars.

#### GRADES OF SCHOOLS.

The Public Schools are divided into Primary, Secondary and Grammar Schools, and one High School, in each of which a systematic and consecutive course of study is prescribed. The time ordinarily required to complete this course will be about three years in each of the first three grades, and four years in the High School, (making allowance for occasional absence of pupils from school for a quarter or longer,) although the period spent in each grade of schools, and the time of promotion from one school to a higher, will, of course, depend upon the diligence and improvement of the scholar, rather than upon his age or the time he has spent in a particular school. Generally speaking, the Primary Schools are intended for children from four to seven years of age; the Secondaries, for those from seven to ten years; the Grammar Schools, for those over ten years, and the High School, for those over twelve years, who wish to commence the study of some higher branches, and who are qualified to enter upon the course of study prescribed in the school.

One or more of each of the first three grades of schools is sustained in each of the Public School houses, beside a Primary and Secondary German School in the third district.

The primary and Secondary Schools are taught by female, and the Grammar Schools by male Teachers.

#### STUDIES IN EACH GRADE.

*Primary Schools.*—The branches taught in these are, the alphabet and the sounds of the letters, spelling, definitions and reading; the elements of numbers, mental arithmetic, and the elements of written arithmetic; first lessons in geography and history; drawing and writing on slates and the black-board, beside various conversational lessons, concert exercises, and singing by rote.

*Secondary Schools.*—The studies in these are, the elementary sounds, spelling and definitions, reading, oral instruction in English grammar; mental and written arithmetic; primary geography, and lessons on the globe and outline maps, elements of natural and civil history; drawing and writing on slates and on paper, composing sentences, declamation, and singing by rote.

*Grammar Schools.*—The studies in these are, reading, spelling and orthographic parsing, definitions and the analysis of derivative words, English grammar and composition; mental and written arithmetic and



mensuration ; geography, history and the science of government ; drawing, penmanship and the elements of book-keeping ; declamation and vocal music.

Each of these grades of schools will be divided, with reference to the attainments and advancements of the pupils, into three divisions, to be denominated the first, second and third, commencing with the highest or most advanced.

#### REQUISITES FOR ADMISSION TO THE SEVERAL GRADES OF SCHOOLS.

*Primary Schools.*—Children over four years of age can find admittance to these schools by applying at the school room, at the times specified in the first section of Chapter VII.

*Secondary Schools.*—For admission to these, scholars must be able to spell common words, to read with ease in the Eclectic Second Reader, and be familiar with punctuation ; must have some acquaintance with the elements of numbers, and be able to read figures, and have some knowledge of the elements of geography and history, and of writing and drawing.

*Grammar Schools.*—For admission to these, scholars must be able to read well in the Eclectic Fourth Reader ; must be acquainted with orthography and the parts of speech ; with mental arithmetic and written arithmetic, through division, including a thorough knowledge of the multiplication table ; with the elements of geography, including a knowledge of the form and dimensions of the earth, its natural and grand divisions, and the area of each, and of physical geography in general, as learned from the globe and the outline maps of the world and the grand divisions, of the history of the United States ; and must have some familiarity with penmanship and linear drawing.

*High School.*—For admission to this, scholars should be twelve years old, and must be able to spell, read and write well, and to sustain a satisfactory examination in English grammar, geography and history, in mental and written arithmetic.

#### DEPARTMENTS AND STUDIES IN THE HIGH SCHOOL.

The objects aimed at in this school are, to give to scholars of both sexes a thorough English education ; to fit young men for business, or to commence the study of a profession, and to qualify those who wish, for teaching. The English course of study, including the sciences, will be the principal one, and will be fully equal to that prescribed in the best academies and female seminaries, and nearly, if not quite, as extensive as that pursued in most colleges. The opportunity for those preparing for business will be good, as the whole course of instruction is to be eminently practical. The classical course will be somewhat more extensive than is required to fit scholars for college ; and the instruction to the Teachers' class will be thorough and practical.

The studies to be pursued in these several departments may be arranged under the following heads: 1. English language and literature; 2. Mathematics; 3. Geography and civil history; 4. Natural history, including human physiology, zoology, botany and geology; 5. Natural philosophy and chemistry; 6. Mental, moral and political science; 7. Drawing, penmanship and book-keeping; 8. Reading, declamation and music; 9. The theory and practice of teaching; 10. The Latin and Greek languages, and the German, to which may, hereafter, be added one or more of the other modern languages.

## GEOLOGY FOR SCHOOLS AND FAMILIES.—NO. VII.

BY JOSIAH HOLBROOK.

Not a little enthusiasm prevails among the schools of our National city in furnishing the seventy thousand schools of our nation with specimens of the materials of our National buildings—at once a national and a patriotic enterprise. For the accomplishment of this noble and generous object the members of many schools rise at early dawn, immediately directing their steps towards the Capitol, where they find, by repairs now in progress upon the building, any desirable number of specimens exactly fitted to their wishes. These they select, of a size a little larger than a dollar, in numbers suited to their strength or their purposes. When thus supplied with specimens, showing the material composing the Capitol of the Union, also the President's House and several other buildings, these young scientific and patriotic explorers select for an excursion the Smithsonian Institute or Washington Monument, where they also find, by hundreds of cartloads, specimens of those buildings exactly prepared to their hands. Still persevering till they have accomplished their object, they procure without difficulty specimens of the Post Office, of the pillars in the Representatives chamber, and of all the public buildings in the American metropolis.

Except the Post Office and the Monument, the materials of these buildings are obtained from conglomerate formations; which formations present three general divisions, with several varieties of each. These three divisions come under the terms of sandstone, silicious puddingstone, and calcareous puddingstone; the last also called freccia. The sandstone abounds in various parts of the world, and is very extensively used as a building material, under the common name of *freestone*, from its yielding readily to the drill, the wedge, and the chisel, and by them worked *freely* into any desirable forms. Sandstone is the common, if not the only material used for grindstones, and is much used for hearthstones in iron furnaces, forming the deposite for the iron as it becomes liquid from the ore.

Silicious puddingstone is also exceedingly abundant; forming extensive deposites, and even ranges in various parts of the world, especially

in coal fields. The pebbles composing this rock are sometimes simply quartz: at others masses of granite or hornblend formations; varying in size from that of a pea, or even smaller, to a foot, or perhaps two or three feet in diameter; filled in with small pebbles and grains of sand, and the whole being cemented, principally by iron, into solid masses, many miles in extent. Such a rock forms the very highest peaks of the Catskill mountains. The pebbles and large masses composing this extensive formation of rocks are always rounded, giving proof that before they were thus formed in large deposits and extensive ranges of rocks, they had for a long time been subject to attrition. These conglomerate masses and ranges are frequently divided by seams of moderate distances, from half a foot to several feet, hundreds of feet in extent, cutting masses a foot or two in diameter and pebbles smaller than peas in one uniform direction, leaving plain even surfaces upon these exceedingly irregular masses, and thus fitting them for handsomely faced walls, for which they are extensively used between Boston and Providence. Calcareous puddingstone, forming the pillars in the Representatives chamber in our National Capitol, is far more limited than the silicious already mentioned. Though composed almost entirely of rounded masses of limestone, pebbles of quartz occasionally appear in it, greatly increasing the expense of polishing; indeed nearly or wholly prevent its use for the common purposes of marble.

Morning excursions, or any excursions for instruction so rich and so practical, and for an object so high and noble, bring into harmonious and healthful action muscle, mind, and soul. No faltering of steps; no misgivings of conscience; no doubtful consciousness of noble impulses for a noble object; no doubtful success in accomplishing the object of their generous impulses; no muddy or misty ideas bewildering their investigations; no want of novelty, variety, or richness of ideas, to give new vigor to every step of their progress in substantial, because practical knowledge; nothing irksome; nothing dull; nothing low or vulgar; nothing demoralizing or of doubtful moral tendency, ever calls for 'the birch,' or other artificial, unnatural stimulants to impel young muscles and young spirits to pursue vigorously and steadily so great an enterprise for so high an object; leaving a deep, durable, and dignified impress upon their minds, by their efforts to implant similar impressions upon the minds of others.

The only question suggested by a movement so truly and so highly national, is, for which it is most to be admired, its simplicity or its magnificence? A few short weeks thus occupied by the young hands, directed by active minds and generous souls in our National metropolis, are sufficient to transmit and diffuse the same noble impulses which animate them to seventy thousand schools, and through them to some eight millions of young spirits, in a few years to determine the character

and to constitute [the strength of the American republic. How is it possible to conceive of steps more simple, direct, or certain; or any object more noble, grand, or magnificent?

The size of THE SCHOOL FRIEND AND OHIO SCHOOL JOURNAL will be the same as that in which the School Friend has heretofore appeared. Each number will contain sixteen quarto pages, equal in amount of matter to thirty-two pages of the Ohio School Journal. The Publishers would therefore most respectfully, but earnestly appeal to the friends of Education in the West to use their influence and exertions to secure for the "School Friend and Ohio School Journal" a wide circulation. The great importance of a well conducted educational periodical is admitted by all. We have incurred considerable expense, and are ready to spare no exertion to render our paper such a one in the fullest sense of the term, and to adapt it fully to the wants of the friends of education in the West, in this respect. Will they do their part in securing for us a wide circulation? Complaint surely cannot be made of our terms.

#### PERRYSBURG UNION SCHOOL.

We take pleasure in presenting our readers the accompanying neatly engraved view of the Union School House erected in Perrysburg during the year 1848. The following description of it is from the first Annual Catalogue just published. "The building is a new and spacious brick edifice two stories high, sixty by ninety feet. It contains four large school rooms, seated after the most approved models, with some original improvements. The heating apparatus is ingeniously constructed, so as to keep the rooms uniformly comfortable by means of a constant supply of fresh heated air, and at the same time the vitiated air is allowed to escape through ventilators. The air in the rooms is thus kept constantly pure and healthy.

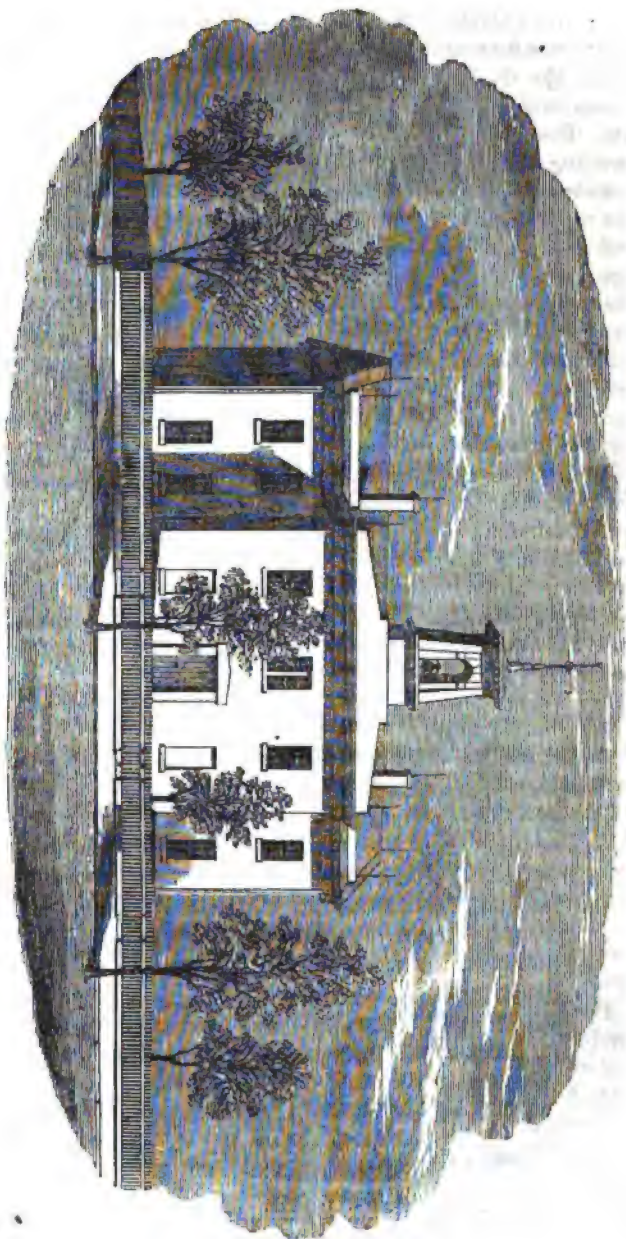
The School House lot contains an acre of ground, enclosed with a picket fence, and divided into three yards; two yards in the rear for play grounds, and one in front for plants and shrubbery.

The school contains four departments; Primary, Secondary, Grammar and High School, for each of which a definite course of study and instruction is prescribed, and all are under the supervision, and the High School under the immediate instruction of Prof. A. D. Wright, A. M., a gentleman who has been long and favorably known in New York. The Assistant Teachers are Mr. Edward Olney, Misses H. C. Peck and M. A. Jones; Mrs. C. J. Wright, Teacher of Drawing and Painting, and Mrs. E. F. Robinson, Teacher of Music."

The number of pupils instructed during the year is 471.

Of the increase of the School thus far, the Board of Education speak as follows: "This Institution was commenced under a strong and abiding sense that a system of classified schools was the true system for towns and villages, and much was expected from it, but, under the wise and skillful superintendence of Prof. Wright, the most sanguine anticipations of its friends have been far more than realized."

VIEW OF PERRYSBURG UNION SCHOOL HOUSE.



**CURE FOR A PASSIONATE TEMPER.**—A merchant in London had a dispute with a Quaker, respecting the settlement of an account. The merchant was determined to bring the question into court, a proceeding which the Quaker honestly deprecated, using every argument in his power to convince the merchant of his error, but the latter was inflexible. Desirous to make a last effort, the Quaker called at his house one morning, and inquired of his servant if his master was at home. The merchant hearing the inquiry, and knowing the voice, culled aloud from the top of the stairs, "Tell that rascal I am not at home." The Quaker, looking up towards him, calmly said, "Well, friend, God put thee in a better mind." The merchant, struck afterward with the meekness of the reply, and having more deliberately investigated the matter, became convinced that the Quaker was right, and he in the wrong. He requested to see him, and after acknowledging his error, he said—"I have one question to ask you—how were you able, with such patience, on various occasions, to bear my abuse?" "Friend," said the Quaker, "I will tell thee; I was naturally as hot and violent as thou art. I knew that to indulge this temper was sinful; and I found that it was imprudent. I observed that men in a passion always speak aloud; and I thought if I could control my voice, I should repress my passion. I have, therefore, made it a rule never to suffer my voice to rise above a certain key; and by a careful observance of this rule, I have, with the blessing of God entirely mastered my natural temper." The Quaker reasoned philosophically, and the merchant, as every one else may do, benefited by his example.

#### EDITORIAL NOTICES.

*To Subscribers.*—If any of the subscribers have failed to receive the Journal regularly, they will please inform us, and the missing numbers will be forwarded without delay.

*To Exchanges.*—We are under great obligations to those newspapers and journals which have favored us with an exchange, notwithstanding the disparity of the prices at which their papers and the Journal are furnished. Those who wish to continue the exchange, will please direct their papers hereafter, to the "School Friend and Journal," Cincinnati.

*The Youths' Department* is omitted in this number to make room for the Index, under which head we have arranged the contents of the four volumes.

*Back Volumes.*—These can still be furnished at the rates published in the Journal. Complete sets can be furnished from the office of the "School Friend and Journal," in Cincinnati, or by the Editor in Columbus.

✍ All subscriptions and communications should be addressed, POST PAID to "The School Friend and Ohio School Journal, Cincinnati, Ohio."

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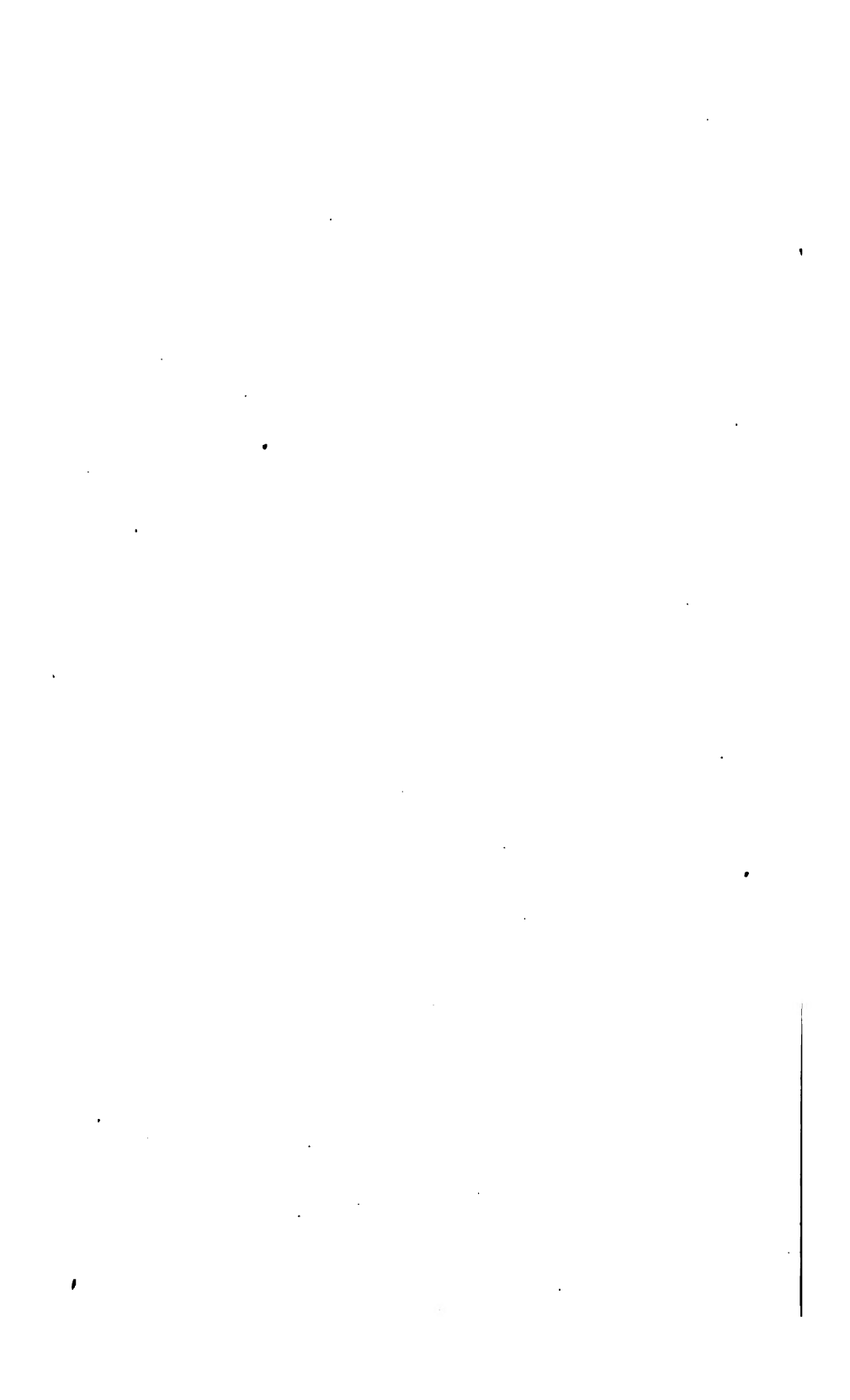
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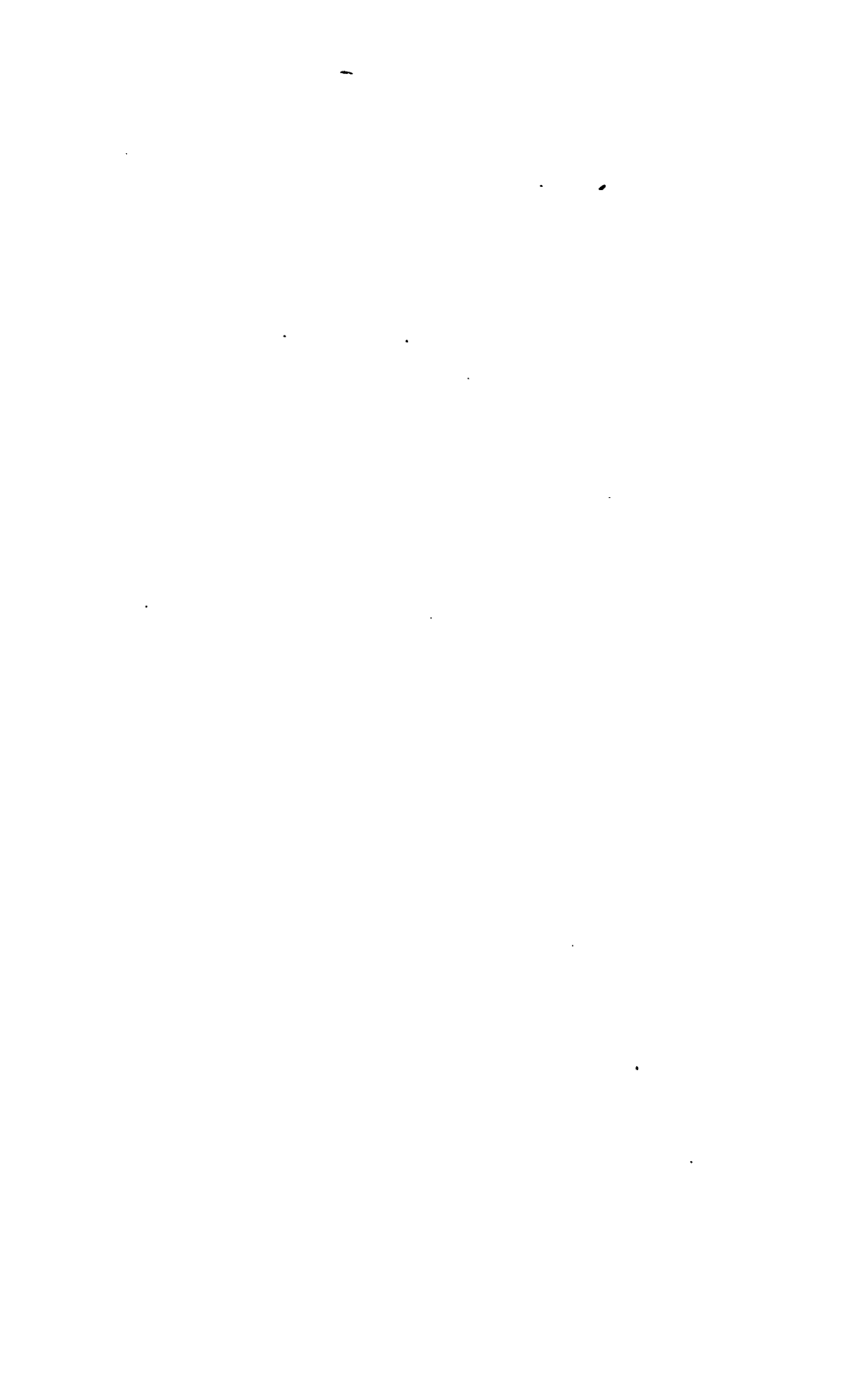
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